

This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

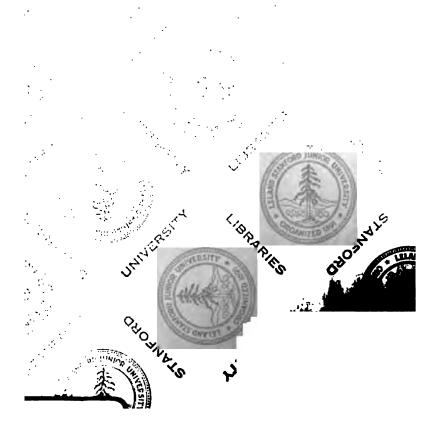
We also ask that you:

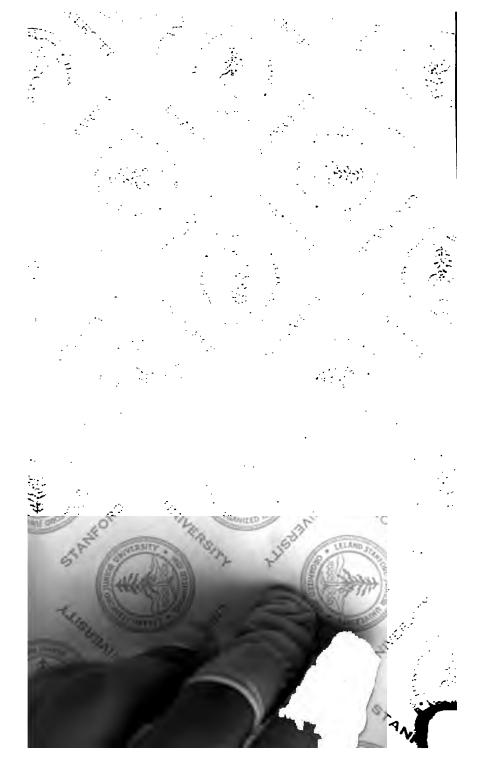
- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + Refrain from automated querying Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at http://books.google.com/













MACMILLAN & CO.'8

BOOKS FOR CLASSICAL STUDENTS.

THE ANNUAL OF THE BRITISH SCHOOL AT ATHENS. No. XI. Session 1904-5. Crown 4to, 21s. net.

The Contents will include:—The Palace of Knossos and its Dependencies:
Provisional Report for 1902. By A. J. Evans. Honorary Statues in Ancient Greece.
By M. K. Welsh.—Boundary and Mortgage Stones. By H. J. W. Tillyard.—A Visit to Skyros. By R. M. Dawkins. Laconia: Excavations at Angelona, Geraki, Thalemae, etc. By A. J. B. Wacz and F. W. Hasluck.—A Votive Relief to Asclepius.
By G. P. Byzantinos. An Apollo Inscription from Dellum. By Prof. Ronald Byranows.—Palaikastro: Excavations in 1903. By R. M. Dawkins, K. C. Hosanquer, and C. H. Hawrs. Cretan Palaces and Aegean Civilisation. By D. Mackenzie, etc.

HARVARD LECTURES ON GREEK SUBJECTS.

By S. H. BUTCHER, Litt.D., LL.D. Crown 8vo. 7s. net.

Speciator.—"There is something inviting in the very title of this volume.

Professor Butcher, as it still seems natural to call him, was always a most charming
and attractive writer, especially on the topics he has made so peculiarly his own
Two great forces have rendered him in these pages, if that were possible, even more
attractive and charming, space and time,—in other words America and leisure."

MAOMILLAN'S AROHAEOLOGICAL HANDBOOKS.

Edited by Professor PERCY GARDNER and Professor F. W. KELSEY.

Extra crown 8vo.

New Edition, Revised and Enlarged.

HANDBOOK OF GREEK SCULPTURE. By ERNEST ARTHUR GARDNER, M.A., Yates Professor of Archaeology in University College, London. With Illustrations. Part I., 5s.; Part II., 51.; complete, 101.

In this edition the text has been carefully revised throughout, and, for the convenience of students, new material, such as the recent discoveries at Delphi and in Crete, has been dealt with in the form of an Appendix, which is supplied separately to those who already possess the former edition. 1s. net.

- GRAMMAR OF GREEK ART. By PERCY GARDNER, Litt.D., Lincoln and Merton Professor of Classical Archaeology in the University of Oxford. With Illustrations. 7s. 6d.
- GREEK AND ROMAN COINS. By G. F. HILL, of the Coins Department in the British Museum. Illustrated. 9s.
- HANDBOOK OF GREEK CONSTITUTIONAL HIS-TORY. By A. H. J. GREENIDGE, M.A. With Map. 5s.
- THE ROMAN FESTIVALS
 OF THE PERIOD OF THE
 REPUBLIC. By W. WARD
 FOWLER, M.A. 65.

THE DESTRUCTION ANCIENT ROME. A Sketch of the History of the Monuments. By Prof. RODOLFO LANCIANI. 6s.

CHRISTIAN ART AND ARCHAEOLOGY. Being a Handbook to the "Monuments of the Early Church." By WALTER LOWRIE, M.A. Illustrated. 10s. 6d

ROMAN PUBLIC LIFE. A. H. J. GREENIDGE, M.A. 10s. 6d.

LIFE IN ANCIENTATHENS.

By Prof. C. G. Tucker, M.A. [In the Press Illustrated.

MACMILLAN AND CO., LIMITED, LONDON.

MR. MURRAY'S LIST.

Catalogues and Lists free on application.

OLASSICAL DIOTIONARIES (Revised Editions).

- CLASSICAL DICTIONARY OF MYTHOLOGY, BIOGRAPHY, and Geography. Compiled from Sir Wm. Smith's larger Dictionaries. In great part re-written by G. E. MARINDIN, M.A., late. Fellow of King's College, Cambridge, sometime Assistant Master at Eton College. With over 800 Woodcuts. Thoroughly Revised Edition. 8vo. 18s.
- CONCISE DICTIONARY OF GREEK AND ROMAN ANTI-QUITIES. Based on Sir Wm. Smith's larger Dictionary, and Incor-porating the Results of Modern Research. Edited by F. WARRE CORNISH, M.A., Vice-Provost of Eton College. With over 1,100 Illus-trations taken from the best examples of Ancient Art. Medium 8vo. 21s. Please write for complete list of Classical Dictionaries.
 - By JOHN THOMPSON, M.A., late Scholar of Christ's College, Cambridge; Senior Classical Master at The High School, Dublin.
- EEK GRAMMAR ACCIDENCE AND SYNTAX FOR SCHOOLS AND COLLEGES. Crown 8vo. 6s. GREEK
- AN ELEMENTARY GREEK GRAMMAR FOR SCHOOLS-Crown 8vo. Part I.—Accidence, 1s. 6d. Part II.—Syntax, 1s. 6d. Complete with Indexes, 3s.
- The Guardian.—" Mr. Thompson's larger Greek Grammar, published a year or two since by Messra. Murray, was welcomed as an improvement in many respects on those which are commonly used. This abridgment will be also welcomed. Like its larger brother, it bears on every page marks of independent study; it is, in fact, a new work, not an adaptation of old works."

TWO NEW GREEK TEXTS.

- EURIPIDES' ANDROMACHE. Edited by GILBERT NORWOOD, B.A.,
- Lecturer in Classics in the Victoria University, Manchester. With Introduction, Notes, and Vocabulary. Crown 8vo. 2s. 6d.

 SELECTIONS FROM THUCYDIDES. Book VI. Edited by PERCY URE, B.A., Assistant Lecturer in Greek, University College, Cardiff. With Introduction, Notes, and Vocabulary. Crown 8vo.

Adopted in most of the leading Public Schools.

- MURRAY'S SMALL CLASSICAL ATLAS FOR SCHOOLS. Edited by G. B. GRUNDY, M.A., D.Litt., Fellow and Tutor of Corpus Christi College, Oxford. Folio (141 x 91 in.). 6s.
- The Athersonm.—"Will undoubtedly supersede atlases now in use among schoolboys and undergraduates. It is well bound and cheap at six shillings, but, better than this, it is clearer and more legible than any similar allas we have seen.

 ... The whole is excellently edited and produced."
- MURRAY'S HANDY CLASSICAL MAPS (A New System). Edited by G. B. GRUNDY, M.A., Litt.D., Corpus Christi College, Oxford.

These Maps are now recognised as the best and most convenient in existence for the use of scholars and students at the universities and upper classes of schools.

LIST OF MAPS. "GRAECIA, Northern freece South and Peloponnesus; GALLIA; BRITARNIA; HISPANIA; "ITALIA, Northern Italy South and Sicily; GERMANIA, RHAETIA, ILLYRIA, MOGENA, etc.; PALESTINE, SYRIA, and part of Mesopotamia, and a Map showing St. Paul's Voyages; the Roman Empire, (at different epochs); the Eastern Empires, including Egypt; Asia Minora Mare Aegaeum, etc.

The Maps are sold separately, prices the Paper and 2s. Cloth, except those marked with an asterisk, which are 1s. to, net Paper and 3s. cloth.

JOHN MURRAY, ALBEMARIE STREET, LONDON, W.



Messrs. Bell's Publications.

New Classical Catalogue Post Free on Application.

CORPUS POETARUM LATINORUM

A SE ALIISQUE DENUO RECOGNITORUM ET BREVI LECTIONUM VARIETATE INSTRUCTORUM

Edidit JOHANNES PERCIVAL POSTGATE.

The Work is now complete in two volumes, Large Post 4to, 25s. net each.

Vol. I.—Containing ENNIUS, LUCRETIUS, CATULLUS, HORACE, VIRGIL, TIBULLUS, PROPERTIUS, OVID. Large Post 4to, 25s. net; or in Two Parts, paper wrappers, 12s. net each.

Vol. 11—Containing GRÄTTIUS, MANILIUS, PHAEDRUS, AETNA, PERSIUS, LUGAN, VALERIUS FLACCUS, CALPURNIUS SICULUS, COLUMBLIA, SILIUS ITALICUS, STATIUS, MARTIAL, JUYENAL, MEMESIANUS. Large Post 4to, 25s. net; or Parts III. and IV., 9s. net each; Part V., 6s. net.

"It might asfely be said of every poetical text in the new 'Corpus' that this edition of it is on the highest level of contemporary Latin scholarship, and also represents the most advanced knowledge of that text to which critical research has attained. Altogether this new 'Corpus' is a boon to students of which it would be impossible to overrate the value."—Sir RICHARD C. JEBS, M.P.

New Volume of Mr. Rogers' Aristophanes.

THE BIRDS OF ARISTOPHANES. The Greek Text revised, and a Metrical Translation on opposite pages, together with Introduction and Commentary. By BENJAMIN BICKLEY ROGERS, M.A. Fcap. 4to. 10s. 6d.

This Play will form the Second Part of Vol. III. of the complete work, which is to be contained in six volumes at 15s. each.

Also Ready.

Vol. V., containing THE FROGS and THE ECCLESIAZUSAE. 15s.

And the following Separate Plays.

THE FROGS. 10s. 6d. THE ECCLESIAZUSAE. 7s. 6d. THE THESMOPHORIAZUSAE. 7s. 6d.

"All lovers of 'Aristophanes' will welcome the appearance of another volume from Mr. Rogers."—Classical Review.

THE POCKET HORACE.

HORACE. The Latin Text, with Conington's Translation on opposite pages.

Complete in I vol. printed on Thin Paper for the Pocket, bound in stamped sheepskin, 5s. net: or limp cloth, 4s. net,

Also in 2 Parts: The Odes and Carmen Seculare. Cloth, 1s. 6d. net; limp leather, cut flush, 2s. net. The Satires, Epistles, and Art of Poetry. Cloth, 2s. net; limp leather, cut flush 2s. 6d. net.

London: GEORGE BELL & SONS, Portugal Street, Lincoln's Inn, W.C.



CAMBRIDGE UNIVERSITY PRESS.

- BACCHYLIDES. The Poems and Fragments. Edited with Introduction, Notes and Prose Translation, by Sir RICHARD C. JEBB, Litt.D. Demy 8vo, 15s. net.
- "A standard edition of the poems, which is likely to hold that position for many years to come."—Athenaum.
- PRAELECTIONS DELIVERED BEFORE THE SENATE
 OF THE UNIVERSITY OF CAMBRIDGE, 25, 26, 27 JANUARY,
 1906, BY CANDIDATES FOR THE REGIUS PROFESSORSHIP OF
 GREEK. Dr. JACKSON-Plato, Cratylus, Cc. 42-44. Dr. ADAMPindar, fragment. 131. Dr. Verrall-Aeschylus, Eumenides, 734-743.
 Dr. Walter Headlam-Aeschylus, Agamemnon, second Chorus. Prof.
 RIDGEWAY-Aeschylus, Supplices, 304 sqq. Demy 8vo, 5s. net.
- DEMOSTHENES AGAINST MIDIAS. Edited, with Critical and Explanatory Notes and an Appendix, by W. W. GOODWIN, Eliot Professor of Greek Literature (Emeritus) in Harvard University. Demy 8vo, 9s.
- ESSAYS ON FOUR PLAYS OF EURIPIDES. Andromache, Helen, Heracles, Orestes. By A. W. Verrall, Litt.D. Demy 8vo, 7s. 6d net.
- ARISTOTLE. DE SENSU AND DE MEMORIA. Text and Translation, with Introduction and Commentary by G. R. T. Ross, D.Phil. (Edin.). Demy 8vo, 9s. net.
- PRIMITIVE ATHENS AS DESCRIBED BY THUCYDIDES.

 By Jane Ellen Harrison, Hon. D.Litt. (Durham), Hon. LL.D. (Aberdeen), Staff Lecturer and sometime Fellow of Newnham College, Cambridge. Demy 8vo, with Plans and Illustrations, 6s. net.
- A COMPANION TO GREEK STUDIES. Edited by LEONARD WHIBLEY, M.A., Fellow of Pembroke College, University Lecturer in Ancient History. Demy 8vo, with 141 Illustrations and five maps, 18s. net.

 The contents include chapters on Geography, Fauna and Flora; History; Literature, Philosophy, and Science; Art, Mythology, and Religion; Public Antiquities; Private Antiquities; Criticism and Interpretation.
 - A detailed Prospectus will be sent on application.
- "A handbook that will be sure to find a place not only in libraries designed for the young, but also on the deak of the teacher and on the shelves of the scholar. Into a single volume of 700 pages there has been brought a great store of varied information, and that of a kind not contained in ordinary histories and grammars, about Greece, the Greeks, and their language."—Journal of Education.
- A HISTORY OF CLASSICAL SCHOLARSHIP. From the Sixth Century B.C. to the end of the Middle Ages. With Chronological Tables, Facsimiles from Manuscripts, and other Illustrations. By JOHN EDWIN SANDYS, Litt.D., Fellow and Lecturer of St. John's College and Public Orator in the University of Cambridge. Large crown 8vo, 10x. 6d. net.
- "As a work of reference this book is of the highest value. The fact that there is no book of a similar character in English, together with the exactitude and extent of the information it contains, make it indispensable to all interested in scholarship."—

 Secretary.
- TRANSLATIONS INTO GREEK YERSE AND PROSE. By R. D. ARCHER-HIND, M.A. Crown 8vo, 6s. net.

London: Cambridge University Press Warehouse, Fetter Lane, C. F. CLAY, Manager.

CLASSICAL ASSOCIATION



CLASSICAL ASSOCIATIO

PROCEEDINGS JANUARY 1906

WITH RULES AND LIST OF MEMBERS

LONDON JOHN MURRAY, ALBEMARLE STREET, W. 1906 PRINTED BY
HAZELL, WATSON AND VINEY, LD.,
LONDON AND AYLESBURY.

CONTENTS

PROCEI	EDINGS O	F THIRD	GE	NERA	L N	IEETI	NG :			PAGE
	FRIDAY, J.	ANUARY 5TH	, 19	06 .						1
	SATURDAY,	JANUARY 6	тн,	1906						36
INDEX	то тне	PROCEED	ING	s.	•		•	•		76
STATE	MENT OF	ACCOUNT	rs 7	ro di	ECE	мвег	31	8T, 1	905	78
REPOR	TS OF CO	MMITTEE	s :							
	COMMITTEE	ON THE S	PKIJ	ING AN	m l	PRINTI	NG (r La	TIN	
	TEXTS		•	•	•	•			•	79
	Investigat	онв Сомып	TEE	•						83
	CURRICULA	Committee	•	•		•		•	•	85
APPEN	DIX :									
	OFFICERS A	ND COUNCIL							•	99
	Committees			•						101
	RULES .					•				103
	NAMES AND	Addresses	OF	Мемві	ĸR8,	1906				105
	Topograph	ICAL LIST O	г Ма	KMBKR8	٠.			•		139
	RIBWINGE	M AND MID		e Rn.	voii					151



THIRD GENERAL MEETING, LONDON, 1906

FRIDAY, JANUARY 5TH

THE first session of the Association was held in the Hall of King's College at 3 p.m. In the absence of the President (the Earl of Halsbury), Mr. S. H. Butcher took the Chair.

The minutes of the last meeting were read by Professor J. P. POSTGATE (Honorary Secretary), and confirmed.

The CHAIRMAN.—Ladies and gentlemen, hardly six or seven weeks ago the Council welcomed with gratitude and satisfaction a letter from Sir Richard Jebb, in which he consented to be nominated at this meeting for the office of President. Now we all lament his death. The grief felt by the Classical Association is shared by the whole world of letters and scholarship. Striking expression has already been given by many bodies to the profound sense of public loss; and our own outgoing President, the late Lord Chancellor, wrote immediately to Lady Jebb conveying to her our deep sympathy and sorrow. Not a few of us here to-day can claim to have been personal friends of Sir Richard Jebb, and what it is to have been the friend of a man so lovable and so beloved I cannot trust myself to say. Many of us in the old days at Cambridge attended his famous Sophocles lectures, and all of us have been in some sense his disciples. Even those who did not come within the circle of actual friendship will yet cherish his memory with personal affection, feeling that to him they owe a priceless debt of gratitude for opening up to them with new and rich delight various regions of Greek literature, and enlarging their whole conception of what

classical learning can become. As an interpreter of Greek literature he had a mind of exquisite delicacy and insight. As a critic of the text and a textual emendator he had a sort of instinct of divination. He had also a luminous power of literary exposition. Take his Sophocles or Bacchylides and work out with him any vexed problem of interpretation, and you have before you a candid and comprehensive survey of the best that could be said on this and that side of the question. No factor of importance is omitted: all enters into the account; his judgment is not warped by any love of special pleading or by a commentator's desire to commend unduly some pet theory of his own. He frankly notes points that tell against him. If you dissent from his final summing up you do so with the utmost diffidence and misgiving, and probably feel that you are wrong after all. In any case, it is he himself who has furnished the wellordered array of facts and arguments on which you base your independent conclusion. I doubt whether any critic could be named who has combined such brilliancy and divining skill with so large and sane and sympathetic a judgment. Sir Richard Jebb also possessed a unique gift of felicitous translation into Latin and Greek. The greater the difficulty of the task, the more triumphant the ease with which he seemed to accomplish it. He gave you the very soul of the thing translated. His own manner was strictly classical and yet highly individual, and his flexibility of style adapted itself to the widest range of literary forms, both in prose and in verse. In the whole history of scholarship I venture to believe that in this field of beautiful composition he will be found to stand without a rival. The splendour of some of his higher flights in Greek verse might almost incline us to forget the wonderful beauty of many of his Latin renderings. Yet who can fail to recall such lyrics—to take two instances that spring to one's memory—as his version of Keats' poem, "In a drear-nighted December," or of the canto of In Memoriam, "Dost thou look back on what has been?"? In its literary quality his mind was of the peculiarly Attic

order. You see it even in his writing of English. There is that air of high-born distinction and yet of simplicity. instrument of language which he wields is a fine blade, and he uses it with temperate strength and a quiet reserve of power. It is a style clear-cut, restrained, and sometimes almost austere. The tone is never forced. Yet he can kindle into eloquent and glowing speech whenever the nature of the theme demands such emotion. He was in the best sense an anima naturaliter Graeca. His writings will remain an abiding monument of a great scholar and a great humanist. In their harmonious completeness and perfection of form, in their critical exactness, and, above all, perhaps, in a certain penetrating quality of sympathetic interpretation, they embody the very spirit which is our ideal of classical culture, the spirit in which we members of the Classical Association hope that the study of the classics, inspired by his example, may long continue to be pursued.

Professor E. A. Sonnenschein (Honorary Secretary) then moved the adoption of the report of the Council, which he read:—

"In presenting its report to the General Meeting, the Council desires to draw attention to the progress of the Association's work, and to various important extensions of its field of activity during the year January to December, 1905.

"The Council records with deep regret the loss by death of two of its Vice-Presidents, Dr. D. B. Monro, late Provost of Oriel College, Oxford, and more recently Sir Richard Jebb, O.M., M.P., Regius Professor of Greek at Cambridge, whom it had been the intention of the Council to propose to the Association for election as President for the ensuing year. The death of two scholars of such eminence is a severe blow, not only to the two older Universities of which they were conspicuous ornaments, but also to the cause of classical scholarship in this country in general.

"The vacancy created by the death of Dr. Monro has

4

been temporarily filled up by the election of the Rev. Dr. Gore, Bishop of Birmingham, who has also accepted the position of President of the newly formed Birmingham and Midlands Branch of the Association.

"The Council has also lost the services of one of its members, the Rev. Dr. Chase, who has resigned his seat owing to the pressure of work involved by his elevation to the See of Ely.

"The membership of the Association shows a steady increase, standing now at 1,053, of whom 153 have joined during the past year.

"A proposal to change the name of the Association, by the omission of the words of England and Wales,' will be submitted to the General Meeting with the approval of the Council.

"The Council presents herewith the report of the Finance Committee, and also reports of the two following Committees, appointed by the Council in accordance with resolutions passed at previous General Meetings:—1. The Latin Spelling Committee (appointed July, 1904, 'to consider the spelling and printing of Latin texts for school and college use'). 2. The Investigations Committee (appointed March 18th, 1905, 'to consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation').

"A Committee was also appointed (March 18th, 1905), in accordance with the following resolution of January 7th, 1905: 'That the Council be requested to nominate a representative Committee to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved, the Committee to report to the Association at the earliest possible opportunity.' This Committee (spoken of as the Curricula Committee) has issued an interim report, and will . present it to the Association at the General Meeting.

"A Committee has also been appointed (March 18th,

1905) in accordance with the following resolution of January 7th, 1905: 'That the Council be requested to nominate a representative Committee to consider and report on the best method of introducing a uniform pronunciation of Latin into the Universities and Schools of the country, and that it be an instruction to this Committee to confer with the Committee to be appointed for a similar purpose by the Classical Association of Scotland. That the same Committee be empowered, if they deem it advisable, to consider what changes in the present pronunciation of Greek should be recommended for general adoption.'

"The work of this Committee has been actively prosecuted, but it is not as yet in a position to report. Since its appointment, however, there has been a marked increase of interest in the subject, and in particular a recent conference at Oxford of classical teachers at both Universities has materially advanced the solution of the problem.

"A proposal for a memorial to the Secretary for War with reference to the examination regulations at the military colleges of Woolwich and Sandhurst will be submitted to the General Meeting.

"A new departure in the operations of the Council is the appointment of Local Correspondents to represent the Association and make known its aims in various parts of the United Kingdom and the Colonies. At present twenty-three Local Correspondents have been appointed in the following localities—Bradford, Bromley, Cambridge (Newnham and Girton), Canterbury, Cardiff, Cheltenham (and Ladies' College), Dublin, Egham (Royal Holloway College), Eton, Liverpool, London (Bedford College, King's College, Merchant Taylors' and St. Paul's Schools), Nottingham, Oxford (and Somerville College), Sheffield, Toronto (Upper Canada), Winchester.

"The Council announces with pleasure the formation, in October last, of a second Local Branch—the Birmingham and Midlands Branch—which was inaugurated on the

initiative of the Honorary Secretaries at a very successful public meeting held at Birmingham University, under the presidency of the Bishop of Birmingham.

"The following members of the Council retire in accordance with Rule 11—Professor Conway, Dr. Gow, Dr. Nairn, Mrs. Strong, Mr. Warren. There are thus six vacancies on the Council, of which five have to be filled for a term of three years, and one, that created by the resignation of Dr. Chase, for a term of two years.

"The Council desires to call the attention of annual subscribers to the arrangement by which four years' subscriptions may be remitted to the Honorary Treasurer in a single sum, £1. Members may also pay their subscriptions by means of a standing order to their bankers; forms for this purpose may be obtained from the Treasurer. The collecting of subscriptions in arrear involves considerable expense to the Association and inconvenience to its officers.

"The immediate urgency of a number of problems connected with the teaching of the classics has of necessity given a predominantly educational character to the active work of the Association during the past year, and also to some extent colours the programme of the present General Meeting; but the Council has not lost sight of the fact that the aims of the Association cover a much wider field than the methods of school and university teaching, and these wider interests are recognised both in the literary and archaeological papers which will be read at the General Meeting, and in the important proposals contained in the report of the Investigations Committee. But the range of the Association's activities are conditioned by the funds at its disposal; and in this connexion the Council takes the opportunity of urging upon all members of the Association the desirability of making its existence and objects known to their friends. Only by a large increase in its numbers can it be able to perform efficiently the functions which it was founded to discharge.

"The Council desires to express its cordial thanks to Dr.

J. P. Postgate, who retires from his arduous duties as one of the Honorary Secretaries after two years of devoted service to the Association; and to Mr. S. H. Butcher, who has generously allowed most of the meetings, both of the Council and of the various Committees, to be held at his house."

The motion was seconded by the Rev. Dr. I. GREGORY SMITH, and carried unanimously.

Mr. F. G. Kenyon (Honorary Treasurer) then moved the adoption of the report of the Finance Committee for 1905, which he read:—

"The balance to the credit of the Association on January 1st, 1905, as shown in the published statement of accounts, was £230 6s. 7d. During the past year the total receipts have been £511 19s. 6d., and the expenditure £264 11s. The balance to the credit of the Association is consequently raised to £477 15s. 1d. Of this total, however, £281 5s. consists of life subscriptions (of which £243 15s. has been invested), and £140 of subscriptions paid in advance (of which £100 has been placed on deposit). It will be more instructive, and will throw a clearer light on the actual financial condition of the Association, to give the receipts and expenditure which belong properly to the year 1905.

"The amount received by way of subscriptions for 1905 was approximately £225, while £5 was received for American and Colonial subscribers to the publications of the Association, making a total of £230. The expenditure (after assigning to 1904 the payment of bills, notably that for the first volume of *Proceedings*, which belong properly to that year, though actually paid in 1905) was just under £222. The financial condition of the Association is, however, better than this bare balance of £8 would seem to show; for the investment of life subscriptions and subscriptions paid in advance was made too late to bear fruit in this year. Interest to the amount of some £12 may be expected from this source in the coming year. The Association also has at its command

¹ The accounts are printed on p. 78.

a balance of about £10 from 1904, and nearly £25 from entrance fees, which will form a useful reserve to meet special expenditure.

"The main item of expenditure during the past year has been the printing and circulation of the second volume of Proceedings, which (after deducting about £9 received for advertisements and sales) has cost nearly £62. The expenses of the General Meeting in 1905 amounted to nearly £84; printing and stationery to £19; postage, £25 10s.; clerical assistance to the Secretaries and Treasurer, £18; travelling expenses of members of Council, £33 10s.; grants to the Manchester Branch (chiefly in the form of returned entrance fees), £17; and the Curricula and Pronunciation Committees have each spent about £6. Full details will be printed in the statement of accounts, which, when duly audited, will appear in the Proceedings for 1906.

"The Association has thus paid its way during the past year, and a little more. It has produced a larger volume of *Proceedings* than in the previous year, and it has financed two Committees which have done work of very great importance. But it is evident that if its work is to develop, as its members must naturally desire, increased funds are necessary. The adoption of the proposals of the Investigations Committee will probably involve the Association in some expense; the holding of a second General Meeting within the year would strain its resources seriously. It is therefore highly desirable that members should do their best to bring in fresh subscribers, and thus enable the Association to face with a clear financial conscience the increasing burdens which the success of its efforts will inevitably entail."

Mr. J. W. MACKAIL, in seconding the motion, expressed the gratitude of the Council and the Association to Mr. Kenyon, for his services. With regard to the accounts, he said that, though the Association was solvent, it was hampered at every point by want of funds, and would be more and more impeded as the field of its operations grew. The Association had had no pious founders; and if it had wealthy members,

their wealth did not flow into its coffers. He therefore emphasised the appeal for fresh funds, to be obtained by the accession of new members, lest the Association should fail, simply from want of money, to do the work it was competent and anxious to perform.

The report was adopted unanimously.

The CHAIRMAN.—The next question on the agenda is the election of our President for the year. You know that the conditions under which we are called upon to elect the President have made it difficult for us to look round. have not had much time, and we have done our duty under painful circumstances. At the suggestion of the Council Lord Curzon has been approached and asked whether he would become our President. He has accepted, subject to your ratification; and I think and hope that the meeting at large will see that to have him for our President will bring us into touch with the outer world in a most advantageous way. There is, however, a certain doubt about the time at which he would be able to give us his presidential address, and we shall have a motion to submit to you asking you to leave certain questions as regards that in the hands of the Council, as the time has been so very brief. May I put it to you from the Chair without further resolution that you elect Lord Curzon for the ensuing year?

The motion was carried by acclamation.

The Rev. Dr. J. Gow then proposed that the following gentlemen should be elected Vice-Presidents: The Right Hon. H. H. Asquith, K.C., M.P.; the Right Hon. Sir R. Henn Collins, Master of the Rolls; the Right Hon. Sir R. B. Finlay, K.C., the late Attorney-General; Sir A. Geikie; Mr. Justice Kennedy; Mr. Justice Phillimore; Sir E. J. Poynter, P.R.A.; Sir E. Maunde Thompson, Director of the British Museum; the Earl of Halsbury, the President of the Association in 1905; the Right Rev. Dr. Gore, Bishop of Birmingham; Professor Robinson Ellis; and Professor Postgate. It

should not be forgotten that Professor Postgate was really the father—he had almost said the founder, but they were told that they had no pious founders—of the Association, and had done more work from the beginning, as its Secretary, than any other member. It was fitting that when he found himself unable to continue his services as Secretary they should put him in the most honourable position they had to offer.

The motion was seconded by Mr. F. E. Thompson, and carried unanimously.

Dr. J. E. Sandys proposed the following gentlemen for election to the Council: Canon Bell, Mr. C. Cookson, Dr. A. C. Headlam, Sir F. Pollock, Professor W. Rhys Roberts, and Mr. S. E. Winbolt—the first five for three years, and the last for two years. These names spoke for themselves. Canon Bell was formerly Head Master of Marlborough; Mr. Cookson, of Magdalen College, Oxford, had acted, and was acting, as Secretary to the most important Committee on Curricula; Dr. Headlam was the Principal of the College which had so graciously tendered its hospitality to the Association; Sir F. Pollock represented Cambridge, where he was remembered as a Craven Scholar; Professor W. Rhys Roberts was familiar as the author of treatises on Dionysius and other subjects; and Mr. Winbolt represented a great school, Christ's Hospital.

The Rev. T. L. Papillon seconded these candidates; and, no other names being submitted, they were elected.

Mr. Mackail proposed that Mr. Kenyon, who, he was glad to say, was willing to continue his services, be reappointed Treasurer.

The motion was seconded by Mr. E. G. A. Beckwith, and carried unanimously.

Professor Postgate moved that his friend and late colleague, Professor Sonnenschein, be re-elected Secretary; and as his own successor he suggested the name of Mr. Ernest Harrison, his colleague at Trinity, who was already known to the classical world by his important work on Theognis.

The motion was seconded by Mr. R. C. Gilson, and carried unanimously.

The CHAIRMAN then called on Professor Postgate to propose a motion to omit the words "of England and Wales" from the title of the Association.

Professor Postgate.—This is not the first time that the Association has considered how it should be called. At the first meeting, the foundation meeting, in December, 1903, there was a motion proposed in which the same question was incidentally raised. It was proposed to add the word "General" before the word "Classical" in the title. motion was not accepted, and I think for two reasons. the first place it was pointed out that the Classical Association of Scotland had been established only a few months before, and it was felt that this Association should do nothing that might seem to encroach upon the province of the sister association. Again, it was thought that the sphere of England and Wales was large enough to begin with. Things, however, have changed since then. If you look at the list of members you will see that we have members from Canada, from the United States, from Germany, and from India. Surely there seems to be a certain incongruity in describing an association with such a range as the Classical Association of England and Wales, and in suggesting a restriction which does not exist in the rules. This proposal for a change of title has already received the unanimous support of the Council; but, more, it has received the important support of the Press. It is almost impossible to find the title of this Association quoted in full. The Press has decided that this is "The Classical Association," and that is what I propose we should name it.

The Rev. Professor H. Browne seconded the motion. As a member of University College, Dublin, he preferred the shorter and simpler title to one by which Ireland

seemed to be excluded from the scope of the Association, though in no part of the United Kingdom were its operations more needed than in Ireland. Among the difficult problems of Irish education was the existence of the Gaelic League, which, whatever its merits, was dangerous, in so far as proposals for the teaching of Irish in schools increased the risk that classics might be crowded out. The present motion was a necessary preliminary to the concerted defence of classics in Ireland.

In answer to a question from Mr. T. BAILEY SAUNDERS the CHAIRMAN said:—At a meeting of the Classical Association of Scotland about a month ago I seized the opportunity to mention that we intended to make this suggestion to-day. I explained the reasons why we found it important to do so, and said that we should not like to do anything which they thought discourteous. The members of the Classical Association of Scotland were all perfectly satisfied, and saw the necessity of the case.

The motion was carried unanimously.

The CHAIRMAN.—We will now pass to a motion standing in the name of Dr. Rice Holmes.

Professor R. S. Conway, in the absence of Dr. Holmes, rose to move the following resolution, which was the outcome of some conversation in the Council:—

"That the Council be empowered to present a memorial to the Secretary of State for War, on behalf of the Association, drawing attention to the injurious character of the present scheme of examinations for candidates for admission to the military colleges, the effect of the existing regulations being practically to exclude all public school boys on the classical side from a military career."

He pointed out that Latin had been not merely removed from the list of compulsory subjects, but placed in a category where, from the nature of the other conditions, it was some-

what of a disadvantage to a candidate to take it. might be fairly called an extreme step, and more than one arrangement of the subjects might be suggested which would meet the difficulties that, apparently, the War Office had felt in the old scheme, without injuring seriously, if at all, the position of Latin in schools. He hoped that the Council, in pointing out the lamentable results of the current proposals, would also point to one or more such alternative He was not himself prepared to take an irreconcilable position, and to demand the restoration of compulsory Latin sans phrases, for that would amount to declaring that there was no room in the Army for any officers who had learnt no Latin, even though they might have had a sound training in German as well as a knowledge of French. He hoped, therefore, that the Association would leave the Council free to consider carefully the draft of the memorial and to present it in what they might judge to be the best He had ventured to take the place of Dr. Holmes because it seemed to him a pity that the matter should be dropped, since at the present juncture there was a new Secretary for War, and one of liberal sympathies and high academic distinction. He would say no more, as he observed that Dr. Holmes had now entered the room.

Dr. T. RICE HOLMES said that he must begin by asking for indulgence. He had hoped to be able to say all that was necessary in two or three sentences, but he must now make a somewhat complicated statement, and unfortunately he was ignorant of what Professor Conway had said. On November 11th he had brought a motion before the Council to the effect that a memorial should be presented to the Secretary of State for War, praying him to restore Latin to its place as an obligatory subject in the examinations for admission to the Royal Military Academy and the Royal Military College. The Council were unanimous in desiring to improve the position of Latin; but an amendment was carried, and a Committee was appointed to consider the memorial which he had drafted. The Committee virtually accepted the draft,

but when it did so it was not in possession of the amendment. He would take the blame of this upon himself. Dr. Holmes then read the concluding paragraph of the draft memorial, which emphasised the point that the effect of the new regulations would be practically to debar the great majority of those who desired to enter the scientific branches of the Army from classical training. Resuming his speech, he said that apparently certain members of the Council desired, instead of restoring Latin to its place as an obligatory subject, to make either German plus French obligatory, or French plus Latin, or German plus Latin. He, however, contended that unless Latin were made obligatory, its position would not be sensibly improved. In the discussion on his motion which took place in the Council one member had said that, although he sympathised with the object of the motion, he nevertheless feared to discourage candidates for the Army from coming forward, especially as they were now much fewer than formerly. He replied that if the number of candidates had diminished, the reason was that officers were now required to take their profession seriously, and they therefore expected to be paid on a commensurate scale. At present the pay of a subaltern was less than the wages of an omnibus driver. Raise the former to the level of the latter, or even a little higher, and candidates would be as numerous as ever. Making Latin compulsory would not diminish their number. The motion which he desired to put forward would, therefore, run as follows:-

"That the Council be instructed to present through their President a memorial to the Secretary of State for War, praying him to restore Latin to its place as an obligatory subject in the examinations for admission to the Royal Military Academy and the Royal Military College."

He had been obliged to speak ex tempore, and had perhaps failed to make his meaning clear; but any shortcomings on his part could be made good by school-

masters who had practical knowledge of the working of the new regulations. He was not sure whether Professor Conway had shown that Latin would thenceforth be offered only by those who could not hope to earn enough marks in higher mathematics and science. Private tutors, who charged high fees and could therefore afford to limit their classes, would doubtless be able to make arrangements for teaching Latin; but to do so in a school would be difficult. In an Army class of twenty boys there might be seventeen taking up higher mathematics and science, and only three who offered Latin. It would be very difficult to frame the time-table accordingly; yet the difficulty must be met, or the public schools must give up the work.

The CHAIRMAN.—I am afraid we have got a little out of order. I was not aware that Dr. Rice Holmes was practically going to propose an amendment to the motion of Professor Conway. The first motion has not yet been seconded. I will put matters in order by finding out whether Professor Conway's motion is seconded, and further, whether you wish to take a vote as between the two motions. In any case, as the whole matter has come before us in more detail than was originally intended, it will be advisable to get an expression of opinion, even if the meeting does not wish to confine itself to the terms of the motion.

The Rev. Dr. I. Gregory Smith.—May I second Professor Conway's motion pro forma, and may I mention a suggestion I heard from some of the staff at Woolwich, which is not unworthy of consideration? It was suggested that the solution might be found by having two examinations: a preliminary of a very general kind, an all-round examination so as to suit the requirements of the public schools; and then subsequently a strictly professional examination of a narrower kind. I throw out that suggestion for what it may be worth. There are many here far more competent than myself to give a practical opinion. We desire to maintain the study of classics, and we should encourage our public schools to supply the Army with good material.

Mr. E. G. A. BECKWITH, in seconding Dr. Holmes' amendment, illustrated from the Army School at Stratford-on-Avon the evil results of the War Office's scheme. The War Office had wished that the examinations should be simplified—that is, that the education of a boy going to the University and of a boy going into the Army should be the same. particular case a boy who might have been a good classical scholar had given up Greek for mathematics; then came the new regulation, making English and French obligatory, with two voluntary subjects, which for immediate utilitarian reasons had to be mathematics and science—hence the extrusion of Latin; and the boy had abandoned Latin in favour of mathematics and science. Thus, if he failed for the Army, he could not now enter the University. Attempts to raise the standard in English did not take account of the fact that without Latin the taste for literary criticism could not be When you had to teach English and French supplied. without reference to Latin, the system was breaking down. Some training in Latin, if only a minimum, was therefore essential to the future officer.

Professor R. M. Burrows hoped that the Association would not commit itself to a single solution of the problem. Professor Conway's motion would leave it to the Council to thrash the matter out.

Mr. T. E. Page supported the amendment. He was not in favour of speaking in ambiguous language to the War Office. He had said before that the War Office, in the matter of education, was an authority which, having failed to reform itself, had set itself to reform others. He hoped that they would declare, in the clearest voice they could, that they would not allow it to destroy classical study. It had driven out Greek, and was now trying to destroy Latin. Let them assert their mind, and say that they thought that Latin should be kept, and that the War Office ought to take the best boys educated in the ordinary manner, and not boys educated according to a scheme of its own.

After a short speech from Professor Conway, and a reply

THE RELIGION OF PREHISTORIC GREECE 17

from Dr. Holmes, the amendment moved by Dr. Holmes was put, and lost by a clear majority; and Professor Conway's motion was put and carried.

The members then proceeded to the Theatre of the College, where Mr. D. G. HOGARTH delivered an address on "The Religion of Prehistoric Greece," illustrated by lantern slides. The following is a summary of the address:—

Documents bearing on religion were the most interesting which the student of prehistoric civilisation had to do with, because more surely than others they revealed the mind of a past race. But they were peculiarly open to arbitrary interpretation, and must be treated with peculiar caution. Such caution, he claimed, had been used conspicuously in the case of the Mycenaean or "Aegean" cult documents found before the exploration of Crete. These, while informing us of much, failed to show how the race personified its idea of divinity in the iconic stage—the stage in which study of a prehistoric faith by the light of material documents must begin. proceeded to sketch the general evolution of cult-ideas through the Natural Aniconic, the Artificial Aniconic, and the Iconic stages, and to point out that these stages, though successive, were not mutually exclusive, much, especially in the usages of ritual, surviving from one into and through another.

Nature Cult and an Earth Goddess had long been suspected in the Early Aegean, but Knossos first gave us an indubitable representation of such a divinity—the "Mountain Mother," shown amid surroundings which leave no question of her supernatural character. This was followed by several other pictorial and plastic representations of a goddess, and by a much smaller number of representations of a young god. No other divine form appeared. The early Cretans, therefore, in the iconic stage embodied their idea of divinity primarily in the feminine—i.e. in a Nature or Earth Goddess, beneath whose cult, wherever found, lay certain common ideas. The similarity of the cult-accompaniments of the Cretan

goddess to those associated with the Nature Goddesses or Divine Pairs of other Levantine lands was then dwelt upon. But though akin to Semitic divinities, the Cretan were not to be derived from Semitic sources.

It was shown to be probable, though evidence was meagre, that the same Divine Pair was acknowledged and even paramount in other parts of the Aegean—a fact which, if proved, confirmed the deduction already drawn from the evidence of art products, that there was great social homogeneity throughout the area.

The pre-existence of this paramount goddess explained many puzzles and anomalies in classical Hellenic cults, and to a great extent dispensed with the need of appealing to the East for explanations. It was shown how strongly the belief, already stated by Dr. Farnell and others, that she stands behind Artemis, was confirmed by recent discoveries. was equally to be discerned behind Aphrodite; and in the case of the latter, as in that of Artemis, we must be chary of regarding the grosser features of the cult as less "Hellenic" than the purer. Probably the mass of Greeks, the lower and peasant classes, always worshipped a great Mother in a practically monotheistic religion. The polytheism with which we credited the Greeks was partly the result of the Homeric cycle, and always characteristic of a minority. Aristophanes, when he ridiculed the Olympians, was playing confidently to a gallery which had not begun to believe in them.

In certain parts of greater Greece no one would question the continued dominance of the Nature Goddess right through the pagan period down to Christian times. Traces of her survived still in the cult of the Panaghia among Greek peasants; and a curious instance of such local survival at Ephesus itself was quoted. There the "House of the Virgin" was still an object of pilgrimage at the head of the glen of Ortygia, where Leto bore her child.

The Son in the Aegean cult was probably less important than the Mother. In the later Greek nature cults—e.g. in Anatolia—he was certainly so. In Semitic cults he had always

bulked larger, but Crete was no Semitic land. There the Son, who suffered and was constantly born anew, was in the same subordinate position to the Goddess, in which, among simple peoples, man is always held to stand to woman in regard to the most important function of life, reproduction.

The CHAIRMAN.—Ladies and gentlemen, I was going to ask you to give your thanks to Mr. Hogarth for his paper; but your applause has conveyed to him your appreciation.

The meeting was then adjourned.

In the evening a conversazione was held in King's College, when the guests were received by the Rev. A. C. Headlam, D.D., Principal of the College, and Mrs. Headlam, supported by the Earl of Halsbury and the officers of the Association. In the Library Mr. J. ff. Baker-Penoyre showed selections from the Hellenic Society's collection of photographs and casts of Greek coins and gems; and recent classical books were exhibited by the leading publishers. In the Architectural Room Professor Elsey Smith exhibited architectural models and drawings. In the Chapel Mr. E. Mills gave two short organ recitals.

Professor T. CLIFFORD ALLBUTT gave a short address on "The Speaking of Latin," as follows:—

I had intended to use a black-board and some diagrams, but when I heard that I was to be limited to some fifteen minutes, I thought it better to prepare a written address, and do without a black-board. Black-boards and diagrams are seductive of time, and I might be carried far beyond the limits allotted to me. I will therefore be content to read my paper on "The Speaking of Latin."

Some of our most familiar notions, whether truths or conventions, if we could but stand once more outside them, would appear strange or even incredible; now such a notion, the oddity of which is concealed by its familiarity, is that a language, a speech, a tongue, can thrive as a dumb thing in a book. This curious obsession is comparatively modern; I mean that it has got full hold of us within the last two or three generations. In respect of Latin, some of us are old enough to remember that the elders of our youth no longer conversed in Latin, it is true, but used Latin quotations in public speaking, and in the conversations of society, with a freedom founded upon the assured apprehension of their hearers. Yet, although in adolescence my ear had been a little attuned to Latin as a tongue, on my return to Cambridge, in 1892, I found to my dismay that for the first year or two I did not follow by ear the Latin addresses of the Public Orator, and humbly had to borrow of him beforehand a copy of his speech. To go farther back, to the sixteenth century, we read—the story, I think, is in Hakluyt-that certain English sailors in the Levant, fresh perhaps, some of them, from the grammar schools of their homes, being unable to understand the local tongue, made shift to converse with the natives in Latin, and not without success. But to-day, so fast are we bound to the modern convention that a language, if not dead, ought to be, that schoolmasters exhibit a withering contempt for languages as tongues, and protest that to speak a language is but the trick of a parrot, or the showy and superficial accomplishment of those French and German classes which are being foisted into our schools and universities by a utilitarian public. Now is it true that in French and German the power of conversation is but a stock-in-trade? In answering this question I am venturing to address the Classical Association not indeed as a schoolmaster, but yet as a teacher; and particularly as a teacher of certain uses of physiology. It may not be audacious, therefore, in the sphere of my own subject, to say that this attitude towards language as speech is as mischievous as an utterly erroneous conception of any important part of life must be. In my little book on Professional Education, I have considered the relation of action to thought, and have pointed out that in every endeavouring action we are apt to achieve somewhat more than the instructions dictated by the will. The limbs, as they make such adventure, gain information which is coincidently imparted to the mind, and is stored up as new thought in it; in other words, a new piece of brain is fabricated. Thus by the limbs the brain is gradually built up. Furthermore, not only is the new brain built by the practice of corresponding limbs, but also the functional activity or nutrition of the brain is maintained by the continual provocation of the several associated parts; that is to say, by the activity of the limbs within the scope of realised structure. Thus also, again, latent capacities are enlivened and geared up with the whole, and we get not mere additions, but multiplications of function, and a corresponding elaboration of brain patterns. The centres of these functions we call not aesthetic but kinaesthetic centres. To-day it is the activity of limbs of speech-may I for brevity's sake say the tongue?—with which we are concerned.

We have, then, for youth at any rate, to consider in language two functions of the tongue: first, its power of continually multiplying structure in a developing brain; secondly, of maintaining and co-ordinating the vivacity of cerebral centres already formed or educed. accordingly that the kinaesthetic centre which presides over language is situated in the same district of the brain as the other voluntary motor centres, and partakes of their nature; it is associated with the centres of gesture, of leg, arm, and face. Thus from the architecture of the brain we learn that language has been, and, if we are progressive creatures, must and will be, built up by muscular action. If, then, a language is to be an integral part of ourselves—if, in other words, we are to think in it-we must associate it with organised memories of our own muscular work. We may compare a mere bookish acquaintance with a tongue to a knowledge of cricket got up from books and newspapers, without the vulgar sweat of bat and ball.

Permit me here to quote from an authority on the physiology of language (Dr. Byrom Bramwell, of Edinburgh), as I could not myself put it so well, the following paragraph: "One can impress one's meaning more easily and more satisfactorily on most men's minds by means of spoken than by means of written speech. In most normal individuals the auditory speech-centre would seem to be the corner-stone of the whole speech-edifice, the central point with which all the speech-centres are either directly or indirectly connected; the gateway through which both spoken and written speechsymbols seem finally to pass in order to be brought into connection with what may be termed the 'ideational' centres; and the point at which the nervous impulses which culminate in emissive speech are, as Dr. Bastian has expressed it, first put into concrete speech form. . . . And again, spoken speech has the great advantage over written speech, that in the latter one has to rely entirely, or almost entirely, upon the intellectual effect produced on the sensorium, whereas in the former one can supplement and enforce the intellectual effect by the emotional and expressive element—by the modulations of the voice, the emphasis on different parts of the subject, and the facial and other gestures—all of which are of great importance in keeping an audience in a state of activity, and in enabling one to carry conviction to the mind and to drive home one's meaning with full force to the understanding."

I should like to venture even a little farther than this—speaking still as a physiologist: to suggest that as the individual and collective brain grows by speaking a language, so, if these factors reciprocally quicken each other, the language must grow by it. I am sure it is bad for a boy's mind to regard any tongue, ancient or modern, as fossil; to practise on so stiff and artificial a platform is like putting him to exercise on an ergographic machine. Not so did Erasmus use the Latin tongue; but before this audience I must

observe my physiological boundaries strictly, and be content to beg you in teaching Latin to follow nature and to continue in school the methods of the nursery. I address you to-night only on speaking Latin; I do not touch on speaking Greek, because the most we know about the pronunciation of ancient Greek is that it certainly was not pronounced as by the modern Greek. In modern Greece the sense of quantity, and therefore of rhythm, is lost. Presumably, the Aldine Society spoke it much as the Levantine of to-daythe man who talks of "Egginah" and "Phálleron." Indeed, the American seems to be the only modern left who can pronounce, let us say, "láboratory" or "órdinary," with regard both to accent and quantity. Unless, then, we can establish some universal convention in its pronunciation, Greek must, I fear, be the language of the scholar only—of the musician who has to be content to read the scores of a whole school of music which he has never played, nor even heard with his ears.

Here it may be urged that, nevertheless, as the musician can be happy with his scores—and as, moreover, writing is likewise a mode of muscular motion—it may suffice for the schoolboy to read and write his Latin, while holding his tongue in it. The musician may be dismissed from the argument at once; his scores would be an arid diet for him had he not grown up in the use of musical instruments, and been conversant for many a year with the practice of music. He is fully in the position of the statesman, versed in public speaking, who reads in his newspaper a full-dress debate of the House of Commons. Writing is, in a sense, language in action, if we cannot truly call it a "tongue"; yet, surely, as a process, it is far less vivid and intimate than the utterance which has made an organic part of the life, thought, and development of mankind from the "dark backward" of human time. true, comparatively modern as script may be, that yet-such is the building power of limb action—a writing centre also has been built up by it already, so that disease may take

the one and the other may be left; yet the experience of everyday life tells us how artificial and flat a reflection of living speech is a page of print, and how unhappy that child would be who was permitted only to talk with a pencil. The reader of Rudder Grange will recall in it that true bit of nature-how Pomona, to realise her romances, had to recite them aloud. A speaker snatches us up with him, he kindles us, calls out in us also that which is the purpose of all study-namely, action; and where the speakers are many this ecstasy—if I may so call it—is infinitely multiplied. "A song," says the sailor's proverb, "is as good as ten men on a rope." Let us try to imagine Mark Antony issuing his great speech as a flysheet. And, so more or less in degree, this quickening effect of the tongue is true for all the converse of mankind; the tongue appeals, it penetrates, it inspires as no paper signalling can do. If we interrogate ourselves we shall discover that our possessions in a foreign language which we can speak, and in which therefore we think, are very different from those in another which appears to us only in the simulacrum of a book, and does not live and move in It is surely a general experience of modern languages of French, German, or Italian-that, although one who speaks a foreign tongue may, of course, do no more than chatter his talent away in immediate uses only-for waiters, coachmen, or navvies-yet if he converses with educated men, and applies himself to the masterpieces or more serious literature of the language, his possession of it as a living tongue will give him an entry to its inner meanings, and a subtle sense even of its literary values, which no student can imbibe from the ink-bottle. He is free of the language; the penman, however good a Baboo, is a Baboo to the end.

Lastly, in respect of the stability of results, there is another physiological truth—that the stability of any field of the brain is directly related to the length of pedigree of that part, together with the importance of its function as a means of survival. Now, I need not labour the predominance of the function of speech in its phylogenetic derivation, nor as a

25

function of survival, even if we use survival, as we now do, in the highest civic sense. Why is it notorious that our young men utterly forget their "classics," sit venia verbo, from the moment that they have packed off their grammars and dictionaries to the second-hand book-shops for the cheaper torment of their successors; that they shed them as if this much of ten precious years had never existed, still less entered into the fabric of their being? Why is this, and why is it that the little lad or lass who, in the nursery, has spoken a foreign language with his bonne, does not forget it, or with no great effort can recall it? Because, by the act of speaking, it became built into and integrated with the fabric of a part of the brain which is stable in proportion to its vast phylogenetic age, and to the primary importance of its function as a means of survival. Thus, by the use of a certain speech, conversant not with abstractions and contemplations only, but also with the little ingrained needs, uses, and acts of every day and every hour, the boy was altered permanently; he became a larger self. The paper student, so far as this kind of change comes about at all, is far less intimately changed—the language does not come home to him: so that for him there is not so much an altered organic machinery which makes his originality, and afterwards alters, visibly or invisibly, all that it deals with; but the unreal and fading associations of a painted screen, an artificial record of things detached from the life he daily and hourly lives. What wonder, then, that, as Elyot says, "his courage is mortified," and he goes out straightway to leave it all behind him and complacently to forget it. He offers the excuse, "Very sorry, but I've such a shocking bad memory, don't you know"; but he is sustained in his inward soul by a consciousness that he had been playing all this while on a dumb instrument. And are we certain that he he is wrong?

Greek, then, as by us unpronounceable, must always be a scholar's language; but Latin is a tongue which can be spoken, and so be built intimately into the very nature of

the pupil. But if Latin cannot take wing from the book to people the air of the schoolroom, and to stir the delightful flutter of life on the lips of the boys, then Latin, too, is better away, and modern languages should be used in its place.

Dr. Headlam then called on Dr. Verrall to read his paper on "The Conversion of the Furies in the *Eumenides* of Aeschylus."

Dr. A. W. Verrall.—In the space of five minutes or less, and in a dozen verses, Aeschylus, at the last crisis of his crowning work, exhibits to us a transaction of some magnitude, nothing less than a reconciliation between immutable justice and absolute equity, between the spirit of punishment and the spirit of pardon. It seemed convenient, on an occasion when one would like to be at once brief and comprehensive, that we should consider a little the contents of this singularly concise and significant passage. Also, it points to certain permanent difficulties in making a sharp-cut division of doctrines or persons into the perfectly right and the perfectly wrong, and is in fact used by the poet to convey counsels of moderation and mutual respect to the political parties of his time—a proper lesson for the eve of a general election.

We all know how in Aeschylus the problem arises. A certain man has committed an act, horrible to the last degree, under circumstances giving the very maximum conceivable of excuse or justification. Pursued for this act by divine representatives of inexorable punishment, he invokes the protection of Athens and her patron-goddess. The event is supposed to happen, as it were, not long after the beginning of time. Athena, declining the office of judge as unfit for her quality, creates for this purpose the first tribunal of criminal justice, and invents the method of trial by jury. The jurors, as might very well be expected, are divided in opinion equally. It has been ruled beforehand by the goddess that this shall be reckoned as an acquittal; and the defendant

is discharged accordingly. Up to this point the story is borrowed, though with profound and essential modifications, from legend. What follows was, so far as we know, altogether the invention of Aeschylus.

The defendant and the particular question arising out of his act being dismissed, the divine powers, the avenging Erinyes and Athena, remain in presence, to settle or compose their difference, if they may. For Aeschylus, who has a strange power of cutting down to the foundation of things, does not for an instant pretend that the general problem of iustice can be solved or changed by supposing a wellconstituted tribunal. The Erinyes have objected from the first to the very notion of a trial, as applicable to a case falling within the province of their avenging office. On the question, what cases do fall within that province, their language is inconsistent. It is impossible to extract from the play any code of Furies' law. But as it is admitted on all hands that the specific case, a case of matricide, is a case for the Furies, the issue, as between them and Athena, is not affected by the uncertainty of their theory. The point upon which the Furies are absolutely consistent, and which they succeed in making terribly plain, is that about something, about some fundamental elements, be they what they may, there must be immutable certainty; or else we have chaoselse, in their own words, "the house of Justice comes to the ground " (πίτνει δόμος δίκας). This they allege, not against the sentence of the court, but against the institution of the court, which, they hold, if it claims to extend a so-called equity to all cases, to admit everywhere the possibility of absolving considerations, destroys that fixity which is a necessary quality of right, and denies in fact that there is at bottom such a thing as right at all. There is an uncertain opinion, which may or may not be supported by a majority; and that is all. They submit to the institution, they consent to plead in the new court, because, knowing Athena to be

¹ v. 519 (Wecklein). See the whole of this ode, and compare vo. 307-399 and the language of the Erinyes passim.

supported by the power of the Supreme, they cannot do otherwise; but they protest in tremendous sentences that, if these things, these "new institutes," are to be, "the house of Justice comes to the ground." No candid thinker will deny that they protest with reason, and that neither the Areopagus of Athens, nor any tribunal which can exist among men, has much claim, if you press the question home, to represent absolute justice, the justice of the Eternal.

The sentence therefore in this particular case, the acquittal of the matricide Orestes, does not constitute the quarrel of the Erinyes with Athena and her new justice—a quarrel which, by a contrary sentence, would but have been deferred to another day. The sentence only precipitates the explosion. As for the trial, it might well seem to prove the prophecy of the Avengers, that the institution of Athena will destroy the very notion of crime, and make a moral chaos. For the judicial result is null, the judges (that is to say, the best conceivable human opinion) being divided equally, as any candid thinker, who desires to face the fundamental question, must of course suppose them to be. And the practical result, the liberation of the defendant, is an accident, depending on considerations personal to the goddess,1 who (let us once more observe) expressly refuses to be a judge in the case.2 Manifestly in these circumstances the fundamental question, "Is there an eternal right, and can we think or hope, that the course of things which we actually see is in some way approvable to eternal right?"-that question hangs upon this, whether Athena can now content the Furies. Can she satisfy them? We know that she can control them, we know that she commands the thunder; but as she herself very pertinently observes,3 "this there is no need to mention." The wild threats of the Furies do not alarm us; but the fact that we are not alarmed does not make us contented. Force, in the sphere of moral

w. 739-743 (Wecklein). [See "The Vote of Athena," in the volume of *Praelections* recently published by the Cambridge University **Press**.]

² vv. 473 foll.

³ v. 829.

and religious problems, however it may be in the practical sphere, is assuredly no remedy.

It is the supreme and perhaps unique merit of the Eumenides, among all poetic or prophetic efforts to present the eternal verity in visible symbol, that it confronts this problem with such candour, such faith, and such humility. Many and most have been content to exhibit the triumph of right as a sort of very complete party-triumph. Dante will put his Farinata (or whoever may be the objector of the moment) into some very solid, very tenacious, and very permanent hole, without much regard to the question, nevertheless inevitable, whether, after a sufficiency of such confinement, Farinata must or will come to agree with Dante. Nor was Aeschylus without plenty of temptation to shape his vision of eternal justice upon a factious model. The jurisdiction of the Areopagus, in such cases as that of Orestes. had just then proved its merit by surviving the peril of a revolutionary contest, which raged to the pitch of political assassination. If Aeschylus had chosen to represent his Furies, the opponents of this august court, in colours purely hateful; if he had painted them as simply vanquished, overpowered, overawed, by the power, wisdom, and glory of Athena and her city; had he described them as flying to nether darkness "under this grievous stroke," he would but have followed precedent. Such a version of the legend is actually mentioned by Euripides-a mythographer less reverent than candid, though not always candid. It appeals to common, not to say vulgar, sentiment, and was probably canonical.1 So flattering a picture would have contented everybody, except a few thinkers, better probably than the mystic reconciliation of Aeschylus, which indeed, as appears by the subsequent development of orthodox tradition, the good Athenian public never very well understood.

But Aeschylus, in his vision of justice, will have nothing of

¹ See Eurip. *Electra*, 1270. That Euripides invented this version is not probable. To his treatment of the story the previous legendary sequel, in any form, is but a conventional appendage.

defeat. He says so in round, set terms. The eternal peace is not imposed. Neither is it purchased. In vain does Athena offer to the Furies, if they will accept the new order, the most august rewards of religion, an establishment of the first dignity in Athens, and a primary share in her splendid destiny. They will scarcely even hear; and when they do, they treat the offer as a snare and insult, with abhorrence and contempt. Nor could Aeschylus make them do otherwise without contradicting the majestic declarations which he has previously put in their mouths. Local worship (they say), human propitiation, temples, prayers, sacrifices, processions, are things with which immutable law and the ministers of immutable law have nothing to do. These things are for the gods, but not for them. For sin, in their view, there is no propitiation. "With the sinner we walk until he pass beneath the ground, and death, ah, death! delivereth him not," On this their office the gods "may not lay finger, nor is any of them co-partner to divide with us."

> άθανάτων δ΄ ἀπέχειν χέρας, οὐδέ τις ἐστὶ ξυνδαίτωρ μετάκοινος.²

In shining robes they have no part, or share, or portion, and houses, dwelling-places, they utterly contemn. And Aeschylus, well knowing that he, as a man, had no answer to that doctrine or view of the Right, which he has clothed in these incomparable sentences—well knowing that no dignified and incorruptible Areopagus could, by any artifice of procedure, really satisfy the demand that Right, true Right, must be something immutable,—will not for an instant allow his superhuman objectors, his divine heretics, to compromise their position for a bribe. "We!" they reply to Athena's offer of local worship—"we to submit to this! O shame! We to change our ancient mind! We to be residents! . . . Scorn on the abhorred thought!" So they

¹ Eum. 798, etc.

² vv. 350 foll. See this whole stasimon, and the language of the Chorus passim.

^{*} ev. 840 foll., 873 foll.

reply; and so, to repeated urging, they reply again—so in the very same words. The $\dot{a}\pi o\rho ia$, the conflict of opposing verities (or what to us men seem to be such), is apparently hopeless.

And then suddenly all is over. Athena, who has spoken thrice and fully without the least effect, speaks again to the leader of the opponents in the terms which we are to consider—thus 1: "I will not weary of pleading with thee what is good; for never shalt thou say that thou, goddess and ancient, wast by me thy younger, and by Athens' mortal inhabitants, dismissed with dishonour, an alien from our soil. Ah, if sacred Sussion is holy in thine eyes, the appeasement of my tongue, and the soothing. . . . Thou, then, wilt belike abide; and if it is thy will not to abide, thou mayst not rightfully turn upon Athens any manner of wrath or anger whatsoever, or hurt to her people. For it is rightfully open to thee to be a portioner in her land, with honours all entire." And the Erinyes, now calm as herself, promptly accept, with scarce the form of consideration, the offer which, a moment before, was loathsome, contemptible, vile, and fraudulent. Thenceforward they breathe only blessings.

But why? What has now been said which has not been said before? Nothing whatever, literally nothing. At a certain point it is assumed that the dissidents, the opponents of Zeus and of his Daughter, may be content: "Thou, then, wilt belike abide." And they are content. But why? We look for the spell, and we find—a suspended sentence. "Ah, if sacred Suasion is holy unto thee, the appeasement of my tongue, and the soothing . . . Thou, then, wilt belike abide."

άλλ' εἰ μὲν άγνόν ἐστί σοι Πειθοῦς σέβας, γλώσσης ἐμῆς μείλιγμα καὶ θελκτήριον . . , σὺ δ σὄν μένοις ἄν.

There is a defect, you see, in the text. Lacunam statuimus,

¹ vv. 882 foll.

we may say as commentators. Hiatus valde deflendus, a most deplorable loss indeed. For what we want here is the very secret of things. If Aeschylus had told, in words of his own, what was that counsel of Zeus by which Athena converted the Furies, and what are the terms upon which Punishment and Pardon can unite, his audience would have gainedwell, what, after all, would they have gained? There is a lacuna at this point, or there was for Aeschylus, not only in the Eumenides but in the universe. He could not really disclose what neither he nor any one knew; and his sentence, if it was ever filled up, can have signified no more than, incomplete, it signifies now. Indeed, it must have signified less. There is a mystery here; and where there is a mystery there should be silence. So Shakespeare thought. "I could a tale unfold," says the ghost in Hamlet—that is to say, the spirit of the dead could unfold it. Perhaps, but not Shakespeare, for—

> This eternal blazon must not be To ears of flesh and blood.

So also thought Dante, who will not tell us what was the hymn which on the Mount of Purgatory hailed the forgiveness and restoration of man. "I understood it not, nor here is sung the hymn which that folk then sang."

Io non lo intesi, nè qui non si canta L'inno, che quella gente allor cantaro.

Milton, we know, has been criticised, I do not say justly, but not without reason, because in the third book of *Paradise Lost* he is so explicit about his mystery, that we might doubt—a deadly doubt—whether, after all, there were for Milton any mysteries at all, any things which it is not lawful for man to utter. It is fatal in these matters to leave nothing to the imagination—fatal, because it is false. For us students,

¹ See emendations to v. 887 cited in Wecklein's critical edition. Whether the verse is construable at all as it stands is dubious, and (I believe) is meant to be dubious. In any case, the resumptive d'oùr requires either something added or a preceding pause.

then—for us of whose business Pope, that exemplary Catholic, tolerantly and graciously remarked—

Commas and points they set exactly right, And 'twere a sin to rob them of their mite;

for us it is a question of some magnitude, whether we ought to suppose any corruption in the Eumenides at v. 887 in the numeration of Wecklein. For my own part, I think not. I fancy that Aeschylus knew too much about religion (he was one of the few Greeks who seems to have had much genius for it) to think of being explicit and complete at this point. The question, large enough, as you see, on the side of theology and politics, leads on to others, interesting also and not easy, about the Greek theatre, stage, and method of acting. if Aeschylus did not here make his Athena convince the Furies with words, what did she do, and how was it expressed to the eyes of the audience, that by something—something celestial and beyond expression, which here passes from Athena to her opponents—they are changed from Erinves to Eumenides, from Avengeresses into Gracious Ones? You see we are here in a perilous place, the very thick of the Dörpfeldian battle, the question about the existence and height of the stage, Vitruvian, middling, or none; so that, for fear of the archaeologists—for fear, I mean, of what they might do to one another, if I threw among them this bone of contention—I scarcely dare to say another word. all, there is this consoling thought, which has often cheered me in such places, that by universal admission stage-buildings of the fifth century before our era cannot be found. a great misfortune, and if tolerable, tolerable only because, pending the discovery, we mere readers may suppose things to have been as they ought to be. And seriously, for all the Oresteia, and especially for the Eumenides, free communication between all parts of the scene, and between all performers. seems an imperative necessity. Details we cannot determine: but that the Chorus of the Eumenides was in no way cut off from the rest of the company, every reader would and does instinctively suppose. Therefore there is no practical reason

why Athena, in this final and successful expostulation, should not be close to her opponents-among them. In the spirit of the scene, and for the natural effect of it, there is every reason that she should be. Throughout the scene, from the moment when Orestes departs and the Erinyes break out in defiance, we should suppose the goddess and her adversaries to be grouped together. One has no right to pretend knowledge of details, which for our purposes will be best settled by each as he would have them. Only I think that at the critical instant of the conversion we should certainly suppose a solemn pause, in which the spirit and power—the eyes, if you please so to say-of Athena, in some ineffable way, and in virtue of some unpronounceable secret drawn from the mind of Zeus, effect that change which no wordable proposal could possibly bring about. The conciliation of Justice with Mercy is a mystery; and there Aeschylus leaves it.

To such an effect, produced by such an instrument, Athena herself seems to allude in her giving of thanks for the happy conversion and all its promise of blessing 1: "Glad am I for this sure promise to my land, and grateful to Persuasion, for that her eyes kept watch on my tongue and lips, when I encountered those stern refusals. power was with Zeus, great God of Civility; and the victory is this, that we are rivals only to bless." The expression is mystic, but the suggestion clear enough, that the celestial triumph was won by something other than speech. Whether, for the purpose of such an effect, the style of Aeschylean tragedy would admit a sentence actually imperfect, is a question upon which judgments will differ. It is not, of course, necessary for the purpose, and we need not dispute the point. For my own part, I find it pertinent to the purpose, and should suppose it, in any style, admissible here. Our testimony for it is, in the state of our tradition, dubious. But at least we may note it as remarkable, that this, a sentence apparently imperfect, is what, at this critical point, tradition actually gives.

1 vv. 969 foll.

The PRINCIPAL OF KING'S COLLEGE.—I do not think that there is any time left for the discussion of these subjects. would, therefore, only briefly express our thanks for the two brilliant papers which have been read to us. I have heard Dr. Clifford Allbutt on medical education several times; I am glad I have now heard him on classical education also. I think that his suggestion that we should speak Latin is admirable. The first duty of the Association, however, is to arrange that we should all pronounce Latin in exactly the It would not be difficult to revive Latin as same way. the common language of scholarship, and the tendency would be to make Latin the basis of education of the great mass of the people. It would be a great advantage to have a common classical and literary language, rather than some hideous invention such as has been suggested. As to the other paper, as a person who has had to study the writings of one who wrote in Greek, thought in Greek, and had perhaps the greatest insight of all Greeks into the great mysteries of religion and of life, I would refer you to the ninth chapter of the Epistle to the Romans, as to which much has been said and written, and would point out that the same thing occurs of which Dr. Verrall has been speaking in the Eumenides. St. Paul is speaking of the difficult problem of the relation of divine justice and human free-will; and when he does so, just like Aeschylus, he never finishes the sentence. I do not know what deduction we must draw, but it is very remarkable, and no one would ever feel that such a sentence could be finished. One more thing I should like to Professor Clifford Allbutt said we were unable to learn to speak Greek, because we did not know how to pronounce it. It does not matter how we pronounce it, provided we pronounce it in the same way; but as I heard Dr. Verrall, I did not know which was most attractive, his pronunciation of English, of Italian, or of his quotations from the Greek. I feel that if we could all learn to speak Greek as he spoke it, it would be a great part of an artistic education. indebtedness to him for giving us this lecture, under circumstances which must have been of great difficulty to himself, is very great indeed, and I do not think it is necessary to express it at any greater length.

SATURDAY, JANUARY 6TH

The Association met again at 10 a.m. on Saturday, January 6th, Mr. S. H. BUTCHER in the Chair.

The Chairman called on Professor Gardner to submit the report of the Committee nominated "to consider by what means those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation." 1

Professor E. A. GARDNER.—At this time last year I made a preliminary proposal in which I tried to make out a prima facie case for the necessity of some such Committee to carry out the purposes mentioned. The Committee has met; its report has been printed and circulated to all of you, and therefore I need not read it; but I will comment briefly upon the conclusions to which it has come. There were many things which might have been done to help the objects for which the Committee was appointed; but one which recommended itself most strongly to us was a proposal of Mr. P. Giles, who sent us a letter containing most useful suggestions on which we were inclined to act. The conclusion to which we came was the creation of some kind of publication which should help those employed in classical teaching to keep abreast of the most recent results of discovery. One hesitates to recommend any new publication; one must be sure that it is wanted and that it is practicable. But we may say, with confidence, that both these conditions are fulfilled in this case. It is true that there already exist certain periodicals which meet to some extent the needs in question. The Classical Association of the Middle West and South of America has started two new periodicals having the same intention. The

¹ The report is printed on pp. 83-84.

REPORT OF THE INVESTIGATIONS COMMITTEE 57

one is quarterly, the other is practically a monthly periodical, and they give the results of the most recent work. publication which we suggest is of a different character from this or any now existing. It is to appear yearly; it should be a consistent, and, if possible, readable summary of results; and it should concern itself with what is essential, while avoiding details that are too technical. It is proposed that the field should be divided into several branches, which will have to be considered more carefully by the Committee when the final organisation is made. Each branch should be entrusted to a specialist with the requisite knowledge, who should undertake to prepare in each year a summary of the progress made in his subject, a bibliography, and a clear indication of the results which have ensued for practical study, and more especially for the application of the new discoveries in the field of classical education. The whole should be under the control of a general editor, who should be a schoolmaster, a man of general knowledge, so as to control the special work of the various contributors. regards time, we thought the work should appear at the beginning of the academic year, in the early autumn; in that way it would be possible to record the progress of the year ending in the preceding June. This would give the three summer months for contributors to work up the results of the year and submit them to the editor to be put together into a convenient volume; this volume might consist of about a hundred pages—that would necessitate compression. The volume ought ultimately to pay its own way; it should command a ready sale among members of the Association, and even the outside public might read it, or be induced to join the Association so as to get it on more favourable terms. We need not enter into financial details here, but the Finance Committee is of opinion that the funds of the Association can be fitly spent on this work, and also regards it as a practical project from a financial point of view. Council has approved of our report, and I therefore move that this General Meeting of the Association approve of

the report, and leave it to the Council to carry out the details in accordance with the recommendations that have been made.

Professor R. M. Burrows, in seconding the resolution, said that in recommending that the general editor should be a schoolmaster the Committee had indicated that the specialists who were to be the contributors would be asked to show the general bearing of new discoveries, and to confine their notices to those that were likely to be useful to the average teacher. It must not be forgotten, however, that many small inscriptions that on the surface appeared unimportant might prove to be of great interest after they had been assimilated by specialists. The field of discovery being enormous, and the output great, the Committee thought that the editor and the contributors should receive a small honorarium, to cover the cost of purchases, journeys, and correspondence. How did the ordinary specialist keep abreast of his subject? It was quite easy to be three years behind, fairly easy to be two years behind, possible to be one year behind; but to keep up to the very year was extremely An inscription might come out in the publications of a foreign Academy, appearing at irregular intervals and inaccessible in England except in two or three libraries. To follow up the inadequate indications of tables of contents, and make a point of reading all such inscriptions, involved labour and expense. Yet the result might take up only a few lines in the volume now proposed, or might not be worth reproducing at all. At least, the experiment was worth making; and with the help of experience and candid criticism a useful work might be produced.

The CHAIRMAN then invited hints, especially from teachers, but none were offered; and the motion was carried unanimously.

The CHAIRMAN.—I think we had now better take up the report of the Spelling Committee.¹

¹ The report is printed on pp. 79-82.

Professor Postgate.—Before proposing to you the adoption of the report of the Committee on uniformity of spelling in Latin texts for school use, I will make only a few brief remarks. The report explains itself, but I would ask the permission of the Chair, if difficulties occur and are brought up by members, that I should subsequently be allowed to answer them. I would repeat the expression of the obligations of the Committee to those gentlemen who have given us their assistance in drawing up this report; and I must not forget the ladies who have also helped. We have received substantial aid from a very large number of head masters, assistant masters, head mistresses and assistant mistresses, masters of preparatory schools, inspectors, tutors, and others, who have all placed their experience at the disposal of the Committee in reply to the printed circular of questions that we sent out. Our task has been rather a humble one, but we have given it such knowledge and energy as we could. We trust the report is clear. It avoids unnecessary detail, nor does it dwell upon what is comparatively unimportant. To a certain extent detail was necessary, in order to provide those who draw up the complete scheme with some suggestions that will save their labour and time. The Committee do not wish to lay undue stress upon the matter which is placed in small print. This is given for the sake of information, and will no doubt be merged in the pamphlet referred to in the report. I move the adoption of the report.

The motion was seconded by Professor Conway, and carried unanimously.

The CHAIRMAN then announced that the Poet Laureate, Mr. Alfred Austin, was unable, owing to a bereavement, to read his paper "On the Practical Utility of a Classical Education," which, they hoped, was merely postponed. He passed to the question of the next General Meeting, which might be held in April or September, as Lord Curzon's health and wishes should decide; and the Association had received from Manchester a very hospitable invitation, of

which they might avail themselves in either month. He asked the meeting to leave the settlement of this question in the hands of the Council.

This was agreed to unanimously.

The CHAIRMAN.—We have now to consider a matter of great importance, the interim report of the Committee nominated to consider in what respects the present school curriculum in Latin and Greek can be lightened, and the means of instruction improved.¹

Professor Sonnenschein.—In approaching the consideration of the subject dealt with in this report, the Association is taking a step in the direction of the realisation of the second of the objects for which it was founded-namely, the improvement of classical teaching by free discussion of its scope and methods. The world in general regards this Association as established for the purpose of maintaining the claim of Greek and Latin to an eminent place in the national scheme of education. That, no doubt, is the first of our objects; but the second object, that of reform, is distinctly recognised in our constitution as coming within our province. Nor is there any inconsistency between these two objects; for the best way to maintain classical teaching in our schools is to introduce such improvements in method as may be necessary or desirable. We are not prepared as yet to lay before the Association anything like a complete attempt at a remodelled scheme for classical instruction. You will see that in a note to the first page of the report we have mentioned a number of questions which the Committee has not yet found time to deal with adequatelysuch questions as the age at which the study of Greek should be begun, the method of teaching Latin, especially at the elementary stage, and the bearing of these questions on the time-tables of schools. Nor have we come to a decision on some important questions which arise in connection with the curriculum of girls' schools.

¹ The report is printed on pp. 85-96.

H-

E

we have thought it desirable not to keep back our whole report, but rather to present to this meeting an interim report in which one important questionthat of the teaching of Greek-should be submitted for Before we can proceed with confidence to the discussion of other questions we desire to know whether we are in touch with the general feeling of our body on this fundamental point. We have, therefore, laid before We do not ask you to accept it you an interim report. as a whole. Many opinions are expressed in its pages which may be open to criticism, and we do not ask you to approve of every statement in the report. All we ask is that you should deal with the resolutions with which it concludes. It is my duty to present to you the first resolutions; and I therefore beg to move,-

"That in the lower and middle forms of boys' public schools, whereas Latin should be taught with a view to the correct writing of the language as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors."

The general drift of the resolution is simple and obvious. We leave Latin out of consideration for the present, and direct our attention to Greek, and in particular to Greek composition. We hold that Greek composition in the proper sense of the word is not a fit subject for the average boy. I would direct your attention to three points. First, to the words "in the lower and middle forms." We say nothing about the practice of Greek composition in the higher forms; there we see no reason to discourage either prose or verse composition as now practised. The practice of composition by boys at the top of the school is therefore not affected, except in so far as these boys have first to pass through the lower forms and are not unaffected by the methods followed in those forms. But we hold that the bright boys preparing for University scholarships will not

be the losers in the long run by sharing with the average boys in the lower and middle forms that kind of study of Greek which is directed to the reading rather than to the writing of the language. If it is true that extra teaching in composition is desirable for the bright boys while in those forms, some provision might be made for it. second point to which I draw your attention is the use of the word "only" in the fifth line of the resolution. That word might at first sight seem to exclude the writing of Greek altogether. That is not the intention of the Committee, as you will see by reference to the sixth page of the report; nor does it lie in the words of the resolution if strictly interpreted. It is quite possible—and the Committee holds that view—that the practice of some simple kind of exercises in writing Greek as a means, perhaps an indispensable means, towards the end of reading Greek should be adhered to. Thus a certain kind of simple composition is included in the intention of the resolution. The third point is the use of the words "intelligent reading" in the last line. What we mean to exclude is that kind of reading which may be described as reading in a fogin which the reader, although he may divine the general sense of a passage, is unable to give an accurate account of it or provide a translation which is exact. In other words, we wish to exclude unscholarly and ungrammatical reading. We are not content to advocate that method of reading which is open to the retort, "You might as well have read it in a translation." By reading Greek authors we, of course, mean reading them in the original, and in such a way that something of the mechanism and beauty of that wonderful instrument of thought, the Greek language, is felt by the reader. I might sum up by saying that our main contention is this: that Greek composition in the proper sense of the term, whether prose or verse, is not a $\tau \in \lambda_0$ of school study for the average boy in the lower and middle forms. Writing Greek should there be treated only as a means to the intelligent reading of the Greek classics.

It may seem to some of you that I am a strange person to propose this resolution, considering that the main work of my life as a student has lain in the by-paths of accurate, or I hope not entirely inaccurate, scholarship. I am, however, in sympathy with the resolution because I believe that the kind of study we have in mind is not inconsistent with the scholarly reading of Greek, and is consistent with another ideal at which we are bound to aim. For the intelligent reading of Greek it is not necessary to study the grammar quite in the way and to the extent to which it is studied ordinarily; and further, the method we advocate will effect that lightening of the curriculum which it was an instruction to the Curricula Committee to promote. The saving which will be effected by our proposal is twofold. First, there is the direct saving of time and labour spent on copies of prose and verse; but still more important is the indirect saving which will be effected in respect of grammar by the new method of study which we recommend. I can speak with some confidence on this point, for I have had it in mind for many years. Let me illustrate what I mean from the cognate sphere of the vocabulary. If I ask a class what is the Greek for "humanity," "kindness," "benevolence," they might be unable to answer. But if I reverse the process and give them to translate into English the word φιλανθρωπία every one will understand at least the general outlines of what the word means. It is not quite easy, perhaps, to translate "humanity" into Greek (some people have denied that the Greeks knew the thing); but it is not difficult to translate φιλανθρωπία into English. So in regard to grammar: any pupil will recognise πόλιν and έλπίδα as accusatives; but when you ask him what is the accusative of $\pi \delta \lambda s$ and $\epsilon \lambda \pi ls$, he may make a mistake. He may be able to recognise έλαβον and λήψομαι as the agrist and the future of λαμβάνω, without being able to reproduce them in the shape of principal parts of the verb. Gender rules will go by the board, except in the most general outline. Το learn "ή σορός, 'the coffin' or 'urn,'" is two degrees removed from reality: for firstly, the word is a rare one, not wanted for composition; and secondly, when the Greek authors use it they are kind enough to indicate the gender. All the syntax that is necessary for the lower and middle forms could be got on two sheets of foolscap paper. I know from personal experience how difficult it is to frame a rule for the construction of $\pi \rho i \nu$ which shall be both scientifically sound and intelligible to the ordinary mind. But when we are reading Greek we find the work of constructing $\pi \rho i \nu$ -clauses all done for us; whatever we find in our author is correct, or may be cheerfully assumed to be so.

I understand that some experiments on the lines which I am indicating have recently been tried at Winchester, and that the results are eminently encouraging. Boys in the middle forms find no difficulty in reading that best of all boys' books, the *Odyssey*, in spite of the Homeric forms; for the pupil trained on Attic finds little difficulty in recognising Ionic inflexions, and the reaction on his Greek prose is ex hypothesi not a thing to be dreaded.

I am not pleading for a hazy notion of either accidence or syntax, but rather for the principle that a little grammar learnt thoroughly goes a long way for the purposes of reading. The light that shines from a few bright spots is sufficient to illuminate many a dark corner; and, as one advances, more and more spots become bright with their own light, until at last the power of reading with complete intelligence is developed, even though the pupil cannot write Greek with success. Our ancestors seem to have fancied that to read a Greek author it was necessary to know all the tricks of the game before you started, and that a pretty complete compendium of them might be comprised within the two covers of a small school manual. But larger experience has taught us that neither assumption is correct.

If I have sufficiently established this main proposition, I should like to indicate briefly the sort of advantage which we hope will flow from this proposal. The main point is that

the door is opened to something more comprehensive and real in the study of the classical literature of Greece. immense interest and value to us is that it is the record of the experience of our spiritual ancestors, who sowed the seed which, after being transmuted in Roman soil, has sprung up in the art and literature, and I suppose one may add in the science, of the modern world. This great subject will, I hope, become a little more accessible to the average boy. Hitherto his energies have been directed in the main to a somewhat verbal scholarship, as if the object of learning Greek were merely linguistic discipline. The sort of study of Greek literature which has come to the front in our time is to most boys a book with seven seals, three of which bear the venerable names of Accidence, Syntax, and Prosody, and two of the others, I fear, the names of Comparative Philology and Textual Criticism-admirable things in their proper place, but which should not be allowed to obtrude themselves between the pupil and the study of Greek literature. Much of what I have said of Greek literature might, no doubt, also be said of the literature of Rome; but there is a difference. Latin is studied partly with a view to composition; and so it ought to be, for Latin composition is an admirable logical training, and from the disciplinary point of view it is a thing we cannot propose to give up. Moreover, the Latin language stands in a different relation to the modern world from the language of Greece. In some senses it has been to the educated classes of all civilised lands a common bond—a second sermo patrius—and the writing of it should therefore be less difficult (though in some ways it is more difficult) than Greek composition. I hope, therefore, that the Association will give the Committee their support, if this resolution commends itself as likely to strengthen the position of Greek in the curriculum of secondary schools. The passing of this resolution will be an encouragement to the friends of reform both within and without the Association, and will pave the way for the acceptance of the second resolution, which will be proposed by Mr. Cookson.

Mr. E. LYTTELTON, Head Master of Eton, seconded the resolution. He said: -I think it will be advisable for me to devote my attention to the practical difficulties which a schoolmaster may reasonably foresee in trying to bring about the recommendations in the resolution, and to indicate as far as I can how these difficulties may be overcome. mention the first difficulty to be met, and that is, the objections of the Atticists, of those of his colleagues who have been brought up on the old lines, who have reaped advantage from their Greek training, and who not unreasonably rely upon the fact that the orthodox and old-fashioned study of Greek has been to them a source of gain. They will say, "If we teach Greek in this new fashion there will be no sound scientific knowledge of the language." The answer is that in the case of the boys we are considering to-day there is no sound or scientific knowledge of the language at present. That is a fact of immense importance. Head masters would perhaps have some excuse if they pleaded that as far as they can see the results of the present system of teaching are not so bad, but be it remembered that their teaching is confined principally, if not entirely, to the sixth form, and the boys there are those whom we are not at this moment considering; they are those who have been able to succeed in the learning of Greek on the old system. what about the weltering mass in the middle of the school? It is astonishing that assistant masters should have gone on for years ignoring the evidence given every day that the system of teaching Greek which has prevailed in this country is, as regards Greek and for most boys, a dead failure. do ignore the evidence. So I give fair warning to any head master with innovatory tendencies who may have listened to the persuasive speech we have just heard that he will meet this objection on the threshold. We must make up our minds how we are going to distinguish the scholars from the non-scholars. If we can do that, we have the answer to the objections of the orthodox teacher-viz. that we do not propose to interfere with the satisfactory results obtained by

the sharper boys. I should imagine that the cleverer boys who can be selected will work on something like the present lines, with some alteration—such as that at least one book should be read with the intention of grasping the literature itself, whereas others will be read in the same close scientific way as at present.

We must consider also whether we are giving our best literary boys sound scientific teaching. We must, however, separate the scholars and the non-scholars. The proposal is that the lower and middle forms should be taught on the new system, and then that some difference should be made as the boys rise in the school. I am not so easy about that, and there is some fear lest the literary result should be seriously interfered with; and the boys must have training in syntax, as they now do. You make a considerable change if you allow the clever boy to read Greek in the way in which you want the other boys to read it. In fact you make an enormous change. The clever boy will not get for two or three years that training in composition on which he relies for his future scientific knowledge of the language. There is an alternative which can easily be adopted in large schools. In each block you can take your scholars and treat them differently from the rest, and boys can be removed from the select division in one block to the select division in another. But where the number studying classics is small you will have great difficulty in obtaining a homogeneous class of any size. Here, I think, the system proposed by the Committee may have to be adopted; only let the work of the clever boys be assimilated to that of the average boys, and not vice versa. Of course the difficulties will be considerable, and I should like to hear how some master of a smaller school proposes to meet it. Now why are we going to abandon composition with regard to these mediocre boys? Because the good they can get out Greek composition they will get out of Latin composition. I fully endorse what Professor Sonnenschein has said in that matter. When mediocre boys get to fifteen or sixteen they begin to mix

vocabularies, syntax, and idioms. That fact has not made the impression it should have made on the masters. Then we come to what a boy is to read and how he is going to read it. The aim is to give him something which will procure for him an insight into Greek literature; and if you do that for young boys, Homer must be the author, and the Odyssey, rather than the Iliad, should be the book. Then comes the practical man's objection: how can we take the Odyssey and start on it without knowledge of grammar? You can't. Grammar to some extent must be acquired first. At the end of the time in the preparatory school, or at the beginning of the public school course, there should be taught the elements of the language, enough to start on reading short and easy Greek stories. That preliminary drill should be short, but thorough. We might go to the end of the verb $\lambda \dot{\nu} \omega$, together with the necessary nouns and adjectives. When the boy shows he is advancing, he can begin Homer. Things would go well if the teacher took some interest in the matter, and if he acknowledged to himself that he was not going to make these boys Greek scholars. Then the boys might learn words by learning vocabularies by heart. Preparation for the next lesson would consist in giving ten lines with preliminary hints, and in telling many of the words to the boys at the previous lesson. There is no fear of the difficulties being too few: I am rather afraid of the contrary. I cannot help thinking of an essay by Sydney Smith in 1825, when he was told that a system of this kind would be fatal because it would make everything too easy. "You might have said the same thing when Macadam laid down good roads; you might have said the horses will all get fat."

There is one more point. These are technical matters, but I will not go into too much detail. How are you going to keep your scholars as grouped? Is there to be no mixture? I think not. The training given to the scholars should from the first be different. Yet you want to hold out something in the way of an inducement to the better among the mediocre

REPORT OF THE CURRICULA COMMITTEE

boys to rise. That can be done perhaps like this: as the boys get up to the middle form, vacancies will occur in the scholars' set by boys leaving, or perhaps being degraded, or specialising in other ways. Then you could take out the cream of mediocrity and place it with the scholars' set. That might mean some extra coaching, but the difficulty is not insuperable. The difficulties in a small school will, I admit, be great, because the classes will be difficult to separate; but that occurs in great schools too. We should not teach mediocre boys under this system more than four hours a week; but they will be given more than they get now even then. If that be so, time is at once gained. It has been hinted that the time thus saved might be given to Greek archaeology or history. I have some sympathy with that, but there is a more important object to be gained. We should say to our scientific colleagues, "We wish to give you a helping hand and meet you halfway, and we give you with the time we have saved an opportunity of teaching these boys the elements of science." There has been too little consideration between the two classes of teachers. There is too much sectional bickering as to the importance of various studies. question is how to dovetail and correlate these subjects. we tell our scientific friends that the time saved from classics by ourselves shall be devoted to other subjects in which they are interested and in which we believe, though knowing little about them, then there will be less sparring and bickering, and there will be a hope of a scientific and practical effort being made to correlate these great educational objects and to assure that the teachers of them will be able to live in amity one with the other.

The Warden of Wadham.—I venture to intervene in the debate because I may contribute to it a useful element—viz. a very considerable experience of pass examinations. I am afraid I shall only repeat what I said a year and a half ago as to the facts of that experience. I have examined about two thousand undergraduates in these examinations, that is in Responsions and Moderations. Of these about one-third

succeeded, about one-third escaped disaster, and about onethird failed to pass. Now that is a very disappointing result of eight years' learning, and means—it is no exaggeration to put it thus—that the boys in question had spent these eight years in the acquisition of ignorance and dislike of the two classical languages. Whose fault is this? Is it the fault of the masters? It would be impertinence in me to praise the energy and devotion of the great teaching profession. Is it the fault of the boys? Are English boys really so stupid that they can work eight years at a subject and yet know nothing of it? Is it the fault of the subject? On that we are all agreed. Therefore it can only be the fault of the method. As to the method, I will save the time of the Association by referring them to what they have already read, the report of the Curricula Committee, a very clear and temperate yet forcible document. I would venture also to refer the Association to some very useful and agreeable reading which has already been alluded to, I mean Sydney Smith's essay on the Hamiltonian method of teaching languages. That method was a failure because never fairly tried. Sydney Smith adduces the opinion of another great man-viz, of Locke-and he might also have added that of Milton; for I venture to suggest that these are really supporters of the interim report. In that essay there are things with which many would disagree. There is, for instance, the question of the use of interlinear translations, as to which I am glad to hear Canon Lyttelton, who once spoke severely of them, now suggesting something not very far removed from them. But there are two points on which I think almost all the members of the Association will be agreed, One is that difficulty, qua difficulty, is not good for boys. It is an astounding fallacy to contend that difficulty in this short life is in itself a good thing. There are many ways of mortifying boys, and if we are to do so, it should be for their good. The second point is, that one should emphasise the fact that the method which is now gaining ground is a natural one. It is the method by which Greek boys learn Greek, by which children learn a language, and the method by which many of us oldsters learned French and German. We learned those languages by reading as much French and German as we could, in the same way as the greatest linguist I ever knew acquired a knowledge of I don't know how many languages. The Universities are, in this matter, much to blame. What they want is impulse and instigation from the schools. Oxford and Cambridge are sinning against the light because they see the results of the present method; they see, not the raw material, but the finished product. another reason for supporting this is that at present pass Greek does keep out from the Universities or delay the entrance to them of many qualified for a University career by any test we may select, by their energy, their ability, their zeal. Now the opponents of pass Greek will be silenced or disarmed if the resolution about substituting for the grammar paper a passage for unprepared translation is passed. Let us throw grammar, as it has been taught hitherto, to the wolves, and by the wolves I mean our scientific friends; I mean particularly a gentleman whose personal acquaintance I possess, and for whom, on all points but one, I possess the greatest respect-Professor Ray Lankester. At Oxford in 1904 he delivered a striking address, in which he said some things which many of us could not accept, though that did not make them any the less worth hearing. It came to this, that in his view the study of Greek and Latin and history must, like another institution of which we have heard, be either mended or ended. Now we all wish to save the classics, and much will be done for the preservation of classics as part of a liberal education if we accept the very simple remedy that is to come before you on the second resolution.

Mr. H. CRADOCK-WATSON.—As the head master of one of the smaller schools, I would like to say a word on their wants. We have heard Canon Lyttelton's suggestion as to the training of future Greek scholars, but it must be remembered that he has an eye chiefly on the requirements of Oxford and Cambridge scholarships. We masters of smaller schools must have an eye rather on the Local and similar examinations. At present a Greek scholar, in most schools, is one who has a minute acquaintance with the small-print pages of the many grammars in use in the country, and a vast acquaintance with the commentaries on the classics. What we want to be able to do is to read our Greek authors in plain texts with greater rapidity, that our boys may feel some enthusiasm for the subject-matter, and not have to trouble their heads about the peculiar uses of the subjunctive. We want to read all our Greek authors at school in the way in which we have read our Homer in the past, and I think that in most cases we read it with a sublime disregard of Homeric forms and Homeric grammar. is to be possible at school, we must have a new definition of a Greek scholar, which university and other examining bodies will accept. Will the Association lay down such a standard?

The CHAIRMAN.—Professor Conway has given notice of a verbal amendment to the clause relating to Latin, which would make the whole resolution read thus:—

"That in the lower and middle forms of boys' public schools, whereas Latin should be taught with a view to the mastery of the language for its own sake, by practice in writing it and by other means, as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors."

Professor Conway.¹—I rise, sir, to move this amendment, which, I hope, will be regarded as wholly friendly to the original motion. Certainly no one could be more heartily in sympathy with the objects which the Committee had in view in regard to the study of Greek. Indeed, it has happened that my experience as a provincial professor, in more than one large centre, enables me to support their

¹ The verbatim report of this speech was by accident destroyed, but at the request of the Secretaries the speaker has done his best to reproduce it from memory, and hopes to have set down at least the main lines of it correctly.

proposals very heartily, because it has convinced me that a sound knowledge of Greek may be acquired in a much shorter time than is commonly supposed, provided that the student has first had a sound training in Latin. Both at Cardiff and at Manchester we count on bringing a student of fair ability to a very respectable level of Greek scholarship in three and a half years from the time when he first begins to study the language. But this same experience makes me somewhat anxious as to the first part of the resolution—what I may call its $\mu \dot{\epsilon} \nu$ clause—that in which certain presumptions about the teaching of Latin are put forward mainly to serve as a contrast with the recommendations made as to Greek. Now, perhaps, I may be allowed to speak on this question from a frankly provincial standpoint. Those who approach it merely from knowledge of classical teaching either in the great public schools or in Oxford or Cambridge, hardly, I think, come into contact with the problems which, in the provincial Universities, are part of our daily experience.

At Oxford and Cambridge the chief controversy, for some years now, has turned entirely on the question of Greek, and I think on both sides of that controversy it has been either explicitly or tacitly assumed that there was no question in debate at all as to the teaching of Latin; no one had any fears at all as to the future of Latin in secondary education. But with us it is different. None of the provincial Universities have felt it wise or right to insist on Greek as a compulsory subject for their final pass B.A. We have to give our students as good a literary training as we can, considering the type of school in which they have been for the most part brought up; and if they have shown an aptitude for Latin, we encourage them to begin Greek. Many of them do, but these are always a minority, even of those who take the B.A. degree. As a matriculation subject, therefore, Greek has always been optional, but as to Latin the controversy is keen and is still going on. Every one knows that London University, which influences a very large number of provincial centres of education, has recently allowed Latin to become a merely optional subject in its matriculation. Now this at once raises the practical question in the minds of a number of earnest, but not always educated, men in the different Education Authorities up and down the country, with regard to the claims of Latin in the secondary schools which they influence or control. Is or is not Latin to be recognised as a regular subject of instruction? The question is an urgent one with them, because through the provisions of the Education Act of 1902, which has certainly done much for secondary education, a very large number of new secondary schools are being founded by public authority all over the country. You will see that the question is not so much of preserving the teaching of Latin in the schools where it is already carried on, as of securing the possibility of learning Latin for a great multitude of children, of a class which in this generation is for the first time receiving anything beyond primary instruction. If the case were allowed to go by default, and it were settled that this newer type of school should take no interest in any form of classical teaching, or offer it merely as a rather difficult and expensive "extra," the effect on education as a whole in a few generations would certainly not be what this Association would desire. It would be to create a marked cleavage between the education given to children of the well-to-do classes, and the equally clever or cleverer children of the poorer classes, to whom higher education is now for the first time offered. Nothing, I believe, could be worse for the future of classical study in this country.

All this will seem, perhaps, rather far from the resolution, but some explanation was necessary to make clear why it is that the effect of the wording of the resolution upon the teaching of Latin seems to me by no means unimportant. It would be a very great pity if, in order to explain what we recommend about the teaching of Greek, we used words which would convey or might be interpreted to convey any degree of depreciation in regard to the existing teaching of Latin. The Association may be quite sure that the opposite side in

this great educational controversy will be quick enough to fasten upon any such phrase, and make use of it for their own purpose. Now to me the wording of what I have called the μέν clause of the resolution does appear to suggest a rather narrow view of the objects we have before us in teaching Latin. It says that Latin should be taught "with a view to the correct writing of the language as well as to the intelligent reading of Latin authors." The Latin teacher is thus supposed to have two objects before him—one to make his boys understand the great Roman writers, and the other to enable them to produce a good page of Latin prose. Are these objects really commensurate? Is the teaching of Latin prose itself so great an object as to be set on an equal footing with our desire to enable boys and girls to appreciate the glorious inspiration of Virgil, the noble ideals of Cicero and Livy, or the profound criticism of life which they find in Tacitus? True, the writing of Latin prose is a fine art; true, it affords an admirable intellectual discipline, an admirable training in style and all that style means: but if it be regarded as the actual τέλος of our work, is it suitable for the average boy? Now I have had recently an experience which brought home to me the results of trying to impart this fine art, to boys of even solid ability, but without much literary sense. I spent an evening in the company of three young fellows who had recently left one of the greatest of the public schools; all of them were men of distinct promise, and impressed one as likely to make their mark in their business and professions. They had learned classics at school for six, eight, and nine years respectively, and they all of them told me quite sincerely that they had never felt the least interest in the study from first to last. I asked them whether they had ever read any Virgil, and they said, "Well, a little, but Virgil is very hard." "What have you read then?" "Well, a good deal of Caesar, and Caesar is very dull; and a little Ovid, and some of it was very silly." And that represents the outcome of all those years of hard training under most accomplished masters!

There must be something wrong with a system that produces a result of that kind. Now all that time these boys had been writing some kind of proce both in Greek and Latin, and I believe "verse" as well, and yet they had never got beyond, even in Latin, reading a little Virgil with difficulty. The truth is that the pursuit of composition in Greek and Latin as a fine art has nearly obscured its own proper purpose, which is, as I suppose we should all agree, to enable the student to know better than he can in any other way the beauty of the ancient literature that he is studying. The result of the present system is to make a boy think of his "prose" or his "verse" as the main object, and his intelligent reading of the authors as something separate and subordinate; and thus he is kept at the less interesting authors for six or seven years, and finally leaves school without any perception of the greatness or human interest of the literature he has been supposed to study.

In the amendment, then, that I venture to propose I have endeavoured to improve the description given to the linguistic side of Latin teaching so as to suggest, or at least not to exclude, all the weighty reasons there are for the study of the language, even apart from its being the key to the literature. It is this which makes the essential difference between the study of Greek and Latin, that the Latin language in itself has been a factor in European history, itself a great instrument of civilisation; and we desire not merely that the schoolboy should know something of the glories of Latin literature, but that he should also have a grasp of this master key to the thought and the language Now here we have a valuable of the civilised world. If you say to the average ally in common experience. county councillor that every man ought to know Virgil, he replies that they have not time; but if you say to him that a knowledge of Latin will make it enormously easier for the boys to master French, Italian, Spanish, and Portuguese, he realises that at least your point of view must be considered. However small an argument may be, if one can understand it,

REPORT OF THE CURRICULA COMMITTEE 57

it is worth ten arguments of greater importance which one does not understand. Therefore I think that we should use in our resolution the phrase, "the mastery of the language," which will suggest the importance of Latin as a preparation for the study of modern languages, as well as for the intelligent use of English, instead of a phrase which merely suggests the acquisition of an artistic accomplishment. In the phrase "by other means" I have endeavoured also somewhat to broaden the suggestion as to how Latin should be taught, so as, for example, to leave room for the possibility that the teacher who has some interest in philology may make use occasionally of his Latin lesson as a means of giving his pupils the stimulus which comes from some appreciation of the historical side of the study of language. There are other means, too, on which I need not dwell, but which would seem equally excluded by the reference to Latin prose as being the one and only end of the linguistic study of Latin.

As I said at the beginning, this amendment is moved in a wholly friendly spirit; my desire is simply that in our eagerness to help the boys and girls who are or may be engaged in studying Greek, we should not use any phrase which may, even remotely, be a hindrance to that much larger class who are or may be led to study Latin.

Professor F. S. GRANGER seconded the amendment.

Mr. T. E. Page.—I came here fully resolved, unless it were necessary, to say absolutely nothing; but as an amendment has been moved I may make a few remarks on that. The resolution has been expressed in the clearest language of which the Committee were capable. But I allow that one thing the Philistines have said of classical scholars is, that the only thing they can't write is good English. I may say, with regard to the clause "with a view to the correct writing of the language," that the Committee do not attach any real importance to the particular form of expression in which that clause is put. The reference to Latin is entirely subordinate to the main object of the resolution, which deals entirely

with the teaching of Greek. If Professor Conway wishes to amend the first clause I do not think the Committee would object.

Professor Conway.—I may say that I strongly support the second part of the resolution.

Mr. PAGE.—As to the other remarks made, I am in sympathy with the gentleman who asked for a definition of a Greek scholar; and I noticed that when he sat down the Chairman got up, and I thought that the gentleman had thus received a direct answer. I was offered the opportunity of seconding the resolution, but I had my say last year, and I am extremely glad I refused; for it is a great pleasure to find such a resolution seconded by one occupying the position of the head master of Eton, who lends to our views such great authority. But when he was speaking there was created in my mind some astonishment. He said that a reforming head master would have to meet the objections of an over-conservative staff. My experience is that the staff of most public schools does not consist of a body of Atticists, and I am interested to meet with a head master who complains that his efforts for reform are rendered vain by the resistance of those assistants of whom one at least has almost spent his life in urging reforms upon head masters. There is one remark, however, which Canon Lyttelton made, which is of practical importance; it was with regard to the cleverer and the mediocre boys. In my judgment, that difficulty will not appear. You may safely rely on the cleverer boys to take care of themselves. They can easily do that; they will not long continue in the same form as the mediocre boys. And I therefore think that we may pass this resolution with perfect safety; it will not affect the cleverer boys at all. Nor do I see that the question raised as to the practice of Greek composition will have any real influence upon the boys who are to become scholars. I think the early practice of Greek composition is pure vanity. At Shrewsbury, when I was a boy, though we did a quantity of Greek iambics, we did no Greek prose composition at all. That is a proof that

by reading and understanding Greek authors you may write good Greek without a wearisome training in Greek exercises. I think that is all I wish to say; but I would add how cordially I agree with what was said by Professor Sonnenschein; and I should like to point out that the Committee, being a large one and composed of members with very various opinions, owes very much to the able leadership of Professor Sonnenschein. He took extreme pains to make himself acquainted with every detail of his subject, and by his tact and skill he succeeded in smoothing over all difficulties and in making the proceedings of the Committee agreeable to all its members. One might add that in presiding over the Committee he exhibited an almost patriarchal spirit of selfsacrifice, which I have admired; for, as the author of a well-known Greek grammar, he did not hesitate to offer up his own offspring upon the altar of duty.

The President of Magdalen.—I hope we shall pass the resolutions as they stand. I quite recognise the value of what Professor Conway has said, but I think we should stick to the resolutions as proposed by the Committee. We shall only confuse the issue if we enter into larger considerations. I admit that the problem of provincial Universities is somewhat different, but it can be worked out by itself. been asked what is the definition of a scholar. That does not so much matter for our present purpose. We cannot have too clearly before us that the vast majority of boys are not going to be scholars according to any definition, however strict or loose, of a scholar. There are a small percentage of boys who are going to be scholars, to give their lives to scholarship, and there are those whom no training in the world can make literary. Between those lie the vast bulk, differing by every grade, shade, and degree. Many have tastes and capacity which may develop at very different periods when leaving school, or even after leaving school. The seed sown in school life germinates late in some cases. We can save Greek by the treatment here proposed. The older Universities cannot move forward by themselves, and this resolution would conciliate much opposition. I therefore hope it will be heartily supported.

Mr. H. F. Pooley.—I do not mind whether the original resolution or the amendment is carried, but the amendment makes it easier for me to offer my suggestions. What we are talking about is the teaching of Greek, but we are also giving our opinion as to the way in which Latin should be taught to the junior and middle forms. Could we not give practical effect to the paper read to us last night by Professor Clifford Allbutt? Can we not indicate by a word in a resolution our view as to the speaking of Latin? The general opinion is that boys should have some oral instruction in speaking Will Professor Conway agree to add to his amendment the words, "and speaking"? If the amendment is not carried, then in the original resolution the words "and speaking the language with facility " might be added. This amendment might be thought irrelevant, but I do not think it is.

Professor Conway.—My amendment is "by practice in writing it and by other means." I desire to allow teachers to have the liberty to use every means they may think fruitful.

The CHAIRMAN.—On the first page of the report there are several questions mentioned which are postponed. It must be remembered that this is only an interim report, and among the postponed questions is that of the method of teaching Latin. I think it would be better not to enlarge the scope of the discussion to-day, and the question of speaking Latin will come up later.

Mr. POOLEY.—I only hope that at some time or other the Association will express its opinion in favour of the practice of speaking Latin.

Professor Postgate.—I hope the suggestion of Mr. Pooley will be agreed to. We should vivify Latin teaching through the spoken word; that is the key of the matter.

Mr. W. C. COMPTON.—I came here prepared to speak only in case any points were brought forward by way of criticism or of opposition to the resolutions which the Committee have

drawn up, and there has been practically no opposition or criticism. The principal points have been made by the head master of Eton, and it is in reference to one particular point in his criticism which really has been taken up and spoken to by Mr. Page, that I wish to add my support to the view Mr. Page has expressed. May I also say that the Committee, as has been pointed out by the Chairman, carefully avoided overloading our programme, so that the general principle should be passed by the meeting; and that the details as to Latin were left over, so that we might have a solid resolution as to Greek? I believe that the Committee will be ready to accept Professor Conway's wording, although its own wording was carefully considered before it was settled. Canon Lyttelton has raised the point that it would be a serious question for head masters, how to distinguish a future scholar from the average boy. I think the future scholar, as well as the non-scholar, will be better trained for his future position by the adoption of the plan which the Committee has recommended, and by making the teaching of Greek in the lower and the middle forms in the public schools follow the lines on which modern language teaching is now almost universally pursued. While abroad recently I heard of an adult who desired to learn German. The professor to whom he went asked him what was his favourite book, and he replied that it was the Pickwick Papers. The professor took down a volume of the Pickwick Papers in a German translation, and said to his pupil, "Read it." The candidate knew no German. However, he went away with the book; and in due course, after some time, he came back to the professor, who asked him, "Have you read it?" "Yes," was the answer. "Do you understand it?" "Well," replied the candidate, "towards the end I did understand some of "Take it again, and read it all over again." The pupil did so, and in reply to the professor now was able to say he understood practically the whole of it. "But," said he, "what about grammar?" "You have learnt all you want." If you learn the language by reading it, you will, in course of

time, acquire a knowledge of grammar, instead of beginning with grammar before reading. I don't say that this method of the professor's is entirely applicable to Greek. You can't, for instance, begin Greek on a Greek version of the Pickwick Papers; but if you take Homer or Herodotus, and begin by preparing the lesson with your class, the boys will read it, construe it with your assistance, and as their vocabulary grows they will need less help. In the course of time the boys will get fond of the story and will cover a good deal of ground, and the study of grammar will follow. When you are learning a language in childhood, you do not begin with grammar. You learn to speak the language first, and then learn its grammar. As to the future scholar, if in the lower forms he is trained on reading, in so doing he will have acquired a good deal of knowledge of grammar; and you will find that, in the higher forms where the scholar is developed, the boy will have lost nothing by the method, but will have gained much by being trained with the rest of the class. who may never become scholars. The time thus saved may possibly be devoted to science, as has been reasonably It will be seen, by examining the different timesuggested. tables in the report, that without lessening the time allowed for classics, only saving the time devoted to unprofitable details of grammar, there will be time found to meet the "wolves" half-way, and still to allow the boys a fair amount of time for their classical and linguistic studies.

Professor Percy Gardner.—My only reason for speaking is that I belong to a different species of teacher from those who have spoken. I have never taught a class of boys, and I have not to deal with stupid undergraduates, though I may try to imagine what they must be like. I will only emphasise one word in the resolution, and that is the word "intelligent" reading. The word "intelligent" contains all that the teachers of my particular class would wish to be included. In order that the teaching may be intelligent, it must, of course, include some knowledge of ancient life, geography, history, and the like; and if that

is done I feel quite convinced that the classics will become a more intelligent study than at present, and will retain their power in the school.

Dr. W. H. D. Rouse.—I would say one word from the point of view of one who has tried the reform now advocated. Canon Lyttelton seems to anticipate a good many difficulties which, as a matter of fact, I have not found, and I thought it might be an encouragement to any who wish to make the same attempt to say so much. So far from finding a deadweight of opposition from assistant masters, I found them only too glad to receive any light and discuss anything new, to make suggestions of their own, and to make any attempt on reasonable and intelligent lines. And I say that not merely in connection with one school, for I found the same thing when I was secretary to the Assistant Masters' Association. The members of that association were keen about the reform of their work; they were keen on all professional questions. It must be admitted, however, that there are in the great public schools a certain number of assistant masters of the type of Chinese mandarins. These I speak of with respect—honoris causa nomino. Another point should be remembered which makes matters simpler. All reforms must begin at the bottom, thus taking time to work out; and by the time they are worked out, the mandarins may be enlightened, or they may have retired in affluence into private life, or they may have been translated. You cannot change the curriculum and methods of a great school in a day; you must begin at the bottom if a new method is to succeed. As an example, take the oral method of teaching French and German. There were many boys who had learned French under the old book system in my school, and though many of them were intelligent boys, they could not be reconciled to the new system; they fell between two stools. It is only with those who have had nothing else that the reformed system really succeeds. Another reason for beginning at the bottom is that the new men generally come in there, and the head

master can explain to them the method he wants them to adopt at the very beginning. The difficulty will be that most men on leaving the University (even men of high qualifications) are not competent to teach Greek and Latin to beginners. They may have great book learning, but they have little at their tongue's tip. We have to adopt methods which imply great readiness on the part of the teachers. They will have to adapt themselves to all sorts of intellects. They will have to lead, not to drive the boys, along the road which the boys' own intellectual powers suggest as the shortest. There is also another point. any real reform of classical teaching is adopted, it must be taken in conjunction with an alteration of the timetable. It is no use to tinker as we have done for a generation past, when, as each new subject came up, it was plastered on to the curriculum, swallowing the boy's spare time, and making his school life a chessboard with a duty for every hour, taking away his freedom, and making him more or less of a machine. This degeneration has been accompanied by a delusion, that languages are things written in books and not things spoken with the tongue. If we organise the curriculum properly, the foreign languages will be taken, not simultaneously, but one after another. French, say, will be put first, perhaps from ten years of age to thirteen, or from nine to twelve; then Latin: so that we shall begin Latin and Greek later in life than we do now. One result will be that the difficulties as to scholars and nonscholars, and as to Greek in the lower forms, will disappear. Boys of ten cannot appreciate literature except in the simplest form, and then the form should be English, or perhaps French, stories. At fourteen or fifteen the mind is more mature, and the boys can better appreciate literary points; so that you will find after two terms of Greek, begun late under a rational system, they will be able to tackle Greek authorssay the easier parts of Xenophon, Herodotus, and Homer. There is abundant material, provided the boy is not too young. If he begins at nine or ten, his mind is not strong

REPORT OF THE CURRICULA COMMITTEE 6

enough to carry what you give him. Lastly, one word as to the oral method of teaching. It requires a certain amount of practice, but if a man can do it, it enables the pupil to get on with his grammar work, his composition, and his knowledge of vocabulary much faster than by the method of writing. I do not agree with the learning of lists of words in a vocabulary—it is at once difficult and uninteresting; but boys can learn by heart the pieces they are translating. Then there is the system in use in girls' schools. After a piece has been construed sentence by sentence, it is the custom to ask them to repeat it by heart without having learned it. It may seem incredible, but I have tried it with boys and found that it can be done with practice, and the facility becomes greater and greater. I ask you, then, to accept this resolution; it is one step in the direction of a complete reform.

Miss J. E. HARRISON.—I really should apologise for speaking at all, for I am no scholar and have not trained scholars; but I have made experiments to see how one can learn Greek somewhat on the lines of a modern language. One word as to the opening of the third seal referred to by Professor Sonnenschein-viz. prosody. If we are to dispense with grammar, it must be through the means of poetry, and poetry learnt by heart. In the very first lesson I give my pupils—they have learnt no grammar—I read them a few lines of Anacreon, and then they read them to me; and for the next lesson they learn those lines by heart. That, I think, is better than learning lists of words by heart. After that we took some simple epigrams. We had Mr. Mackail's translation. I do not read the Greek to my pupils before letting them hear the English of it first. It is no gain to hear the Greek read unless you know what it means. I next boldly took a chorus from the Hippolytus, with Mr. Gilbert Murray's translation. Mind you, I do not say that the subtleties of the rhythm are understood by all; but if you read a chorus, emphasising the measure, those with an ear for rhythm will catch it up and easily appreciate

it. I have a pupil who, at the end of six weeks, knew two choruses and could construe them at any point; but I can scarcely get her to attend to the iambic part. She is, however, very keen on going on with the choruses. I do not know whether this is quite a practical manner of teaching, but it seems to me possible that in the lower and middle forms of boys' schools it might be feasible to make some such attempt.

Professor Sonnenschein.—Before touching upon the amendment, may I be allowed to say how heartily I agree with Professor Gardner's interpretation of the word "intelligent"? I had defined it myself in a somewhat narrower sense, but I certainly meant to include the point to which he referred. I also quite agree with Miss Harrison, that we should teach the rhythms of Greek verse; but I did not mean by "prosody" what she has understood. By prosody I meant a body of rules which tells you elaborately how you ought to pronounce words which you are in the habit of mispronouncing. But the quantities of words should be learned, in the main, by ear. Pupils need make no mistakes in quantity if they hear the words properly pronounced from the very first. To turn to the amendment. As Mr. Page rightly said, it is not really a very vital matter which form of words we adopt, and it would be easy to accept the amendment merely with a view to getting on. But is not the original wording better than that of the amendment? Mr. Page said that the amendment leaves the second—the effective—part of the resolution as it is; but it does not quite do that, if you scrutinise it closely. Professor Conway substitutes, for "correct writing of the language," "mastery of the language by writing and other methods"; but the other part of the resolution is that "Greek should be taught only with a view to the intelligent reading of Greek authors." This, taken with the other clause, implies the exclusion of composition only; but the amendment makes us exclude more. We did not mean to exclude the "mastery of the language by writing and other methods"; those words, therefore, seem to me to introduce some obscurity into the resolution. I think our words express our meaning correctly, and are not justly open to the interpretation which has been put on them, as though we set up the writing of Latin as of *equal* importance with the reading of Latin literature. I should prefer to have the matter put to the vote, so that the Association may decide for itself.

Professor Burrows.—I am sorry that Professor Sonnenschein has seen fit to adhere to the original wording. would be better if the Committee could see its way to accept the amendment. We want to give the correct view of our meaning to the public, and we should make it as clear as possible. Professor Conway's point about the younger Universities merits careful consideration. If the Association has deserved well, it is in this, that it has brought together every kind of teacher. When we began to discuss the system we are advocating I was told, "This is all very well for adults, but it will not do for boys." We have, however, heard to-day from Dr. Rouse that this method of teaching has been applied to a boys' school, and we know that for a long time past it has been applied most successfully to girls. is vital that the teaching of a language should be considered We are making this resolution exclusively for as a whole. the lower forms in schools, but I hope the meeting will take the broader view. I hope, too, that grammar, rather than composition, will be what we throw to the wolves. Greek composition, as a help to the understanding of the authors, is of great importance. I have myself lately been taking some beginners, on the lines suggested by Miss Harrison, in a Greek play. Excellent results can be obtained by getting them to shut their books the second time a passage is being gone through, and to recreate the original from the English, as given them orally, line by line. That, I think, is a sane and simple form of Greek composition, fit for beginners, and yet literary from the outset.

Mr. Mackail.—I should like to make a suggestion which would meet the difficulty of the divergence of opinion which

certainly does exist. I entirely agree with the resolution as it stands, but in view of this discussion it appears that it is capable of being interpreted in an ambiguous sense. It seems, perhaps, to import into the resolution certain factors which are not essential to it, and which in that respect are superfluous. I would suggest that the views of the Association and of the Committee would best be met by the omission altogether of the words relating to Latin. From the substance of the report the public can see what the view of the Committee is as to the teaching of Latin.

This amendment having been seconded by Professor Postgate and accepted by Professor Conway and Professor Sonnenschein, Professor Conway's amendment was withdrawn.

The CHAIRMAN.—I see the time is getting late; I will therefore only say a few words. On previous occasions I have expressed the warmest sympathy with the proposed new method of teaching Greek to the average boy. I am not going over the ground which has been covered in this excellent discussion. I will only reinforce what has been said by reminding you that the precise problem which we are trying to solve here is one which has already engaged attention for some years in Germany, and that the proposal before the meeting is practically the solution which has been attempted there for the last four or five years. It is still in the experimental stage even there, and it is a little difficult to find out precisely how far it is successful; but, to judge from the scanty knowledge of a definite character which is available, the results are encouraging for our experiment. In Germany the complaint has been the same as here, that the classical teaching of the ordinary boy has been carried on as if on the assumption that all are intended to be classical experts or trained scholars. The consensus of opinion even among German philologists points to this being a mistaken method. It may have been good for Meineke, the future editor of the Greek Comic Fragments, that at school he began the work of collecting the Fragments and amending them; but the training requisite for this was heartbreaking to the majority of the

pupils, especially to those of a poetic or imaginative mind. Let me read to you some extracts from the Revised Programme for the Gymnasia in Prussia, dated 1901, as regards Latin and Greek. For Latin the aim of instruction should be "on the sure basis of grammatical training to enable boys to understand the more important classical writers of Rome, and thus to introduce them to the intellectual life and culture of the ancient world." The Programme then points out that, as regards Latin grammar, all unnecessary detail should be omitted during the first three years of study; and that, as regards vocabulary, only the most important words should be taught to the beginner. As to Greek, the aim of instruction should be "to enable boys on the basis of a sufficient knowledge of the language to form acquaintance with some of those works of literature which are eminent both for matter and form, and through them to gain an insight into the intellectual life and culture of ancient Greece." Again, in the German Programme it is insisted that only the strictly necessary Greek grammar should be taught during the first three years. As to the reading, there is a note that the instruction based on a thorough grammatical knowledge must aim at revealing to the pupils the author's train of thought and the artistic form of the work. I will not go into details, but another point is mentioned which is likely to be essential in working out the proposed reform. With us, however, it may meet with some opposition. It is this, that in dealing with the longer poetical writings good translations should be used to fill in such portions as are not read in the original. For my own part, I would go further in this direction. I incline to think certain other corollaries will flow from the acceptance of our main principle. The first and most important is that it will be necessary to put off the teaching of Greek to a later age than that at which it is now begun-I should say until two years later. If the main object of teaching Greek is to open up to the pupil the culture of the Greek world, we must wait until his mind is more formed and more capable of appreciating the artistic side of the study.

Then, during the years in which he learns Greek, loss of time should be made up for by more intensive work. The problem how to teach Greek to the average pupil is of vast importance. Some persons are disposed to slight it on the ground that the scholarly and profound study of Greek will not suffer, even if it remains entirely in the hands of a few. In my judgment it would be a real misfortune to Greek learning if it were entirely separated from the educated life of the community and became the exclusive study of specialists. There is no other literature in which it is of such consequence that the expert and the educated man should be brought into some relation with one another. If Greek literature means anything, it means that it has in it something which you cannot adequately learn and appreciate by erudite work in the study. It is a literature so permeated by the breath of civic life, and standing in such close relation to the living forces which go to shape society, that we need not merely to train experts, but to imbue with Greek culture men versed in affairs, who will keep alive in the community the sense of that great intellectual heritage. The chief moving forces still acting directly or indirectly on the intellectual life of Europe are of Hellenic origin, and those forces are not exhausted. If we wish to make Greek a still more living force in the community at large we must reform our methods.

The amended resolution,—

"That in the lower and middle forms of boys' public schools Greek should be taught only with a view to the intelligent reading of Greek authors,"—

was then put to the meeting and carried, with very few dissentients.

Mr. C. Cookson then moved the second resolution, as follows:—

"That the Association petition the Universities of Oxford and Cambridge to take into consideration the abolition of the separate Greek grammar paper at Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation."

He said:—The time is getting late, and I hope that I may be allowed to treat this resolution as purely consequential. The resolution is twofold; it consists of a destructive and of a constructive part. The destructive part of the resolution I leave to your judgment without any recommendation. I have no mandate to speak for the University authorities; but those of us who have taught at Oxford have long been aware that the Greek grammar paper in Responsions has been tottering to its fall, and this resolution should give it the final impetus.

The report of this Committee has been looked forward to with some interest, and one London journal at least has appealed to us to save education. The practical result of the resolution is the abolition of the grammar paper, and that result to some will seem hardly adequate. It is, however, only those who have worked as schoolmasters, and then as tutors and examiners seen the results of this work, who know the effect of the grammar paper on the morality of the ordinary passman.

The constructive part of the resolution deserves that we should congratulate the Association on having put it We have been accustomed to destructive proforward. posals; but this is the first time that it has ever been proposed that something should be done. I have been met with a certain amount of criticism at Oxford on this pro-I have been told that any work in unprepared translation got from a passman will be worthless, and that the standard which would have to be accepted would be a miserably low one. In that particular objection I feel a great deal of force, but it goes on the assumption that boys are to continue to be educated as they are now. in the course of the next two years or so you substitute a paper in unprepared Greek translation for the existing grammar paper, the standards will have to be lowered. Now, to lower the standard is comparatively easy, but it would be difficult to raise it again, once it had been lowered. I hope, therefore, that the resolution may be coupled with some recommendations from the Council that this reform, if accepted, should be accompanied by a proviso that it should not be brought into force without due notice, in order to give time for a generation of passmen to grow up who have been educated under the new system, so that you may start with a standard in Greek unseen that that will not be altogether discreditable.

Mr. L. Whibley.—I have pleasure in seconding the reso-I venture to suggest that the proposal might have taken account, not only of Responsions and the Previous, but of the Certificate Examination, and other examinations which give exemption. I should myself have been prepared for the same measure to be meted to Latin grammar, not because I do not agree with the first resolution, or undervalue accurate scholarship, but because I believe that the object in view can be attained without a separate test in grammar. On this point I do not think the University of Cambridge will need much conversion. We have been considering more vital questions of principle, and have had to postpone reforms of detail. But in the discussion a year ago, those who were most anxious to retain the obligation of Greek were most explicit in advising the abolition of the grammar papers; and the Studies Syndicate, in their revised report, accepted the suggestion. Therefore I think Cambridge will come more than half-way to meet the Association. I believe that the change, as it will lighten the burdens of the passmen, will also have good effect on the teaching of those who are going to be scholars; and I hope it may not be necessary to separate the two classes of students as definitely as the head master of Eton suggested. Grammar has sometimes been taught too much for itself. If grammar can be taught less by rule and rote, and in closer connection with the authors, boys will read more of the literature and will read with more intelligence; and with wider reading the better scholars, if the finer points of language are not neglected,

REPORT OF THE CURRICULA COMMITTEE 78

will increase their knowledge and appreciation of the classical languages and literatures.

Mr. R. T. Elliott said that he, like other opponents of the resolution, had received no notice of it before the meeting, and had consequently had no opportunity of organising any opposition to it beforehand, so that the result of the snapshot about to be taken must not be regarded as by any means necessarily typical of the opinion of the large number of classical teachers then absent. He was ready to welcome any real reform in the teaching of Greek, such as an approximation to the classical Attic pronunciation in teaching; but he was not willing to deal an irreparable blow to the accurate teaching of Greek merely because it was wrongly labelled "reform." After long experience in teaching Greek to candidates of the standard implied in Responsions, he was firmly convinced that the proposed abolition of the Greek grammar paper would be a great blow to the accurate knowledge of Greek, and a blow which would in no way be compensated by substituting an easy passage for translation at sight, as recommended. For one thing, in a language with so wide a vocabulary and range of forms as Greek, it would be quite impossible for a succession of examiners to maintain a uniformity of standard, possible with the present grammar paper, in regard to unseen pieces of Greek set to candidates at this stage. The variation would be too enormous, and the test quite unfair. An examination in Greek for comparative beginners based on translation at sight, without grammar, must be largely a farce. Moreover, the abolition of the grammar paper in Greek must logically and inevitably be followed by the abolition of that in Latin also. At the same time, he thought that the Greek grammar paper in Responsions and similar examinations might certainly be modified with advantage. Far too much importance was at present given to exceptions as compared with rules, and to unusual as compared with common forms. It was not fair to expect a boy to remember the enormous number of irregular forms of Greek verbs; and, indeed, he would be

willing to insist only on the regular verbs and about ten of the chief irregular verbs. As to the objection urged that morning that Greek grammar was uninteresting, that depended largely on the teacher; many of his pupils had told him they found the subject most interesting, and it could certainly be made so by a judicious use of the results of comparative philology, and by pointing out the origin of various Greek forms and their relation to the corresponding Latin and English forms. He trusted there were still enough Oxford men with common sense to refuse to make the Oxford certificate for Greek a farce, by lavishing it on those who could not conjugate $\lambda \acute{\nu} \omega$ or decline $\lambda \acute{\nu} \gamma o \varsigma$.

Dr. Gow.—I shall support the resolution, though perhaps my reasons for doing so would be distasteful to many members of the Association. In the course of this discussion I have heard much with which I disagree, and much which I thought unnecessary. The method of teaching languages now proposed is not new; it was described by Macaulay sixty years ago, and we have all of us practised it in learning German or Italian. The teaching of grammar has a definite function. It gives that nimbleness of mind which is gained by the study of inductive science. classify words just as a conchologist would classify his shells. This part of his work gives the classical boy a certain rapidity of thought which is very noticeable when he is transferred to the modern side. But although a careful study of grammar is to my mind necessary, I do not think that there should be a paper on it in Responsions or the Previous Examination. It is not the duty of the Universities to see how undergraduates have been trained; they should only require them to show elementary acquaintance with the classical languages. One cannot translate without some elementary knowledge of grammar, and such knowledge is tested by a little unprepared translation.

Mr. J. K. Fotheringham.—May I ask a question? In the third line of the resolution you have the word "separate." Is the attack on Greek grammar as a whole, or is it only on the

separate Greek paper? Do we mean that we are satisfied with the examinations as they were up to last September, or do we wish to cut Greek grammar out altogether?

The Chairman.—I think the intention is that there may be questions in grammar in the paper of unprepared translation, but that grammar should not occupy the independent position it has hitherto done.

The resolution was then carried, with one dissentient.

Professor Sonnenschein then drew attention to the inconvenience caused by the last words of the reference to the Committee, "the Committee to report to the Association." He desired to omit them, or to substitute "the Committee to report to the Council, which shall present the report to the Association."

After some discussion it was proposed by Mr. MACKAIL, seconded by the President of Magdalen, and carried unanimously,—

"That it be a further instruction to the Committee that it make its report to the Association through the Council."

The Chairman.—That concludes our business. I would only ask you, before separating, to give a very cordial vote of thanks to Dr. Headlam and the authorities of King's College for having shown us such gracious and courteous hospitality during the last two days, for the charming reception of last night, and for granting us the use of these rooms yesterday and to-day.

Professor Postgate.—I have the greatest pleasure in heartily seconding that vote of thanks, and in doing so to refer to the very valuable services which have been rendered by Professor Flamstead Walters, the Hon. Secretary of the committee charged with the superintendence of the arrangements for the meeting.

The vote of thanks was carried unanimously, and the proceedings ended.

INDEX TO THE PROCEEDINGS

A.—COMMUNICATIONS AND DEBATES

Conversion of the Furies in the Eumenides of Arschylus	26-36
LATIN IN ARMY EXAMINATIONS	12-17
METHODS BY WHICH CLASSICAL TEACHERS MAY BE KEPT IN	
Touch with Recent Investigation	36-38
RELIGION OF PREHISTORIC GREECE	17-19
SIR RICHARD JEBS	1-3
Spraking of Latin	19-26
Spelling and Printing of Latin Texts	38–39
TEACHING OF GREEK IN THE LOWER FORMS OF SCHOOLS .	40-75
B.—ACTA	
Conversazione	19
Election of Officers and Council	9-11
PLACE AND DATE OF NEXT GENERAL MEETING	39-40
Reports Adopted:-	
COUNCIL	3-7
COMMITTEE ON SPELLING AND PRINTING OF LATIN TEXTS	38-39
CURRICULA COMMITTEE	40-75
FINANCE COMMITTEE :	7–9
Investigations Committee	36-38
RESOLUTION ON LATIN IN ARMY EXAMINATIONS	12-17
STATEMENT OF ACCOUNTS TO DECEMBER 31st, 1905	7–8
TITLE OF THE ASSOCIATION CHANGED	11-12
Vote of Thanks to King's College	75

INDEX

C.—NAMES OF MEMBERS TAKING PART IN THE PROCEEDINGS

PAGE	PAGE
ALLBUTT, T. C 19	Henderson, P. A. Wright
Вескитн, Е. G. А 10, 16	(Warden of Wadham) . 49
BROWNE, H 11	HOGARTH, D. G 17
Burnows, R. M 16, 38, 67	Holmes, T. Rice . 13, 17
BUTCHER, S. H. (Chairman)	Kenyon, F. G 7
1, 9, 11, 12, 15,	LYTTELTON, E 46
19, 36, 38, 39, 40,	Mackail, J. W 8, 10, 67, 75
52, 60, 68, 75	
Compton, W. C 60	Papillon, T. L 10
CONWAY, R. S 12, 16, 39,	Pooley, H. F
52, 58, 60	Розголте, J. P 1, 10, 11, 39,
Cookson, C 70	60, 68, 75
CRADOCK-WATSON, H 51	Rouse, W. H. D 63
Еглотт, R. T 73	Sandys, J. E 10
FOTHERINGHAM, J. K 74	SAUNDERS, T. BAILEY 12
GARDNER, E. A 36	Smith, I. Gregory . 7, 15
GARDNER, P 62	Sonnenschein, E. A. 3, 40, 66, 75
Gilson, R. C 11	Тномрвон, Г. Е 10
Gow, J 9,74	VERRALL, A. W 26
GRANGER, F. S 57	WARREN, T. H. (President
HARRISON, Miss J. E 65	
HEADLAM, A. C 19, 26, 35	• ,

: :

:

Miscellaneous subscriptions and contri-

butions ...

Colonial and American contributions

,, 1908 (99)... ,, Life (43)...

Expenditure.

Printing and stationery Postage ... Clerical assistance

Balance, January 1st, 1906

Entrance fees (153) ... Subscriptions for 1905 (814)

STATEMENT OF ACCOUNTS, JANUARY 1st TO DECEMBER 31st, 1906.

THE CLASSICAL	ASSOCIATION
.540@00%5 @ 0	•
104758886	16
33 10 43 43 10 44 15 41 15 41 15 6 12 2 10 10 11 26 11 26 11 26	35
:::;; ∰:::: ve	0 1000 04
F	
eil and fund fund fund fund fund	86 :81 0 E0
rs of Council it by sales and ad (capitation) (excavation fund)	deposit deposit red y reasurer
Expenses of general meeting Travelling expenses of members of Council Proceedings for 1904 (less credit by sales and advita, ", 1905 ", ", (excavation) Curricula Committee (excavation fund) Pronuciation Committee Miscellaneous Ealance, December 31st, 1905 :— £ s. d. Invested in New Zealand 314 Stock 943 15 d.	Total invested or on deposit In Bank Credit with Messrs. Murray Less petty cash due to Treasurer

4	2	8	10			0						_
3	18	0	=			15						0
•	•	_	264 11 0			343 15						134
:	:	:		~; O	0	:	က	0	63	100	4	:
				19:	0		18	0	12	æ	œ	İ
:	:	:	•	£ . d. 243 15 0	90	:	138 138	~	0	132	0	:
:	:	:		Stock	:	poeit	:	:	:		Surer	:

£742 6 (Signed) F. G. Kenyon, Hon. Treasurer. : :

Total cash balance

£742 8

(Signed) W. Loring.

Examined and found correct.

February 26th, 1906.

REPORT OF THE COMMITTEE ON THE SPELLING AND PRINTING OF LATIN TEXTS

The Committee nominated by the Council in accordance with a resolution of the Association passed on May 28th, 1904, "for the purpose of considering the spelling and printing of Latin texts for school and college use, and to confer with the Association of Assistant Masters on the subject," beg leave to report as follows:—

The Committee considered that their first duty was the collection of information in regard to certain matters germane to the inquiry with which they had been entrusted.

With this in view they published in *The Classical Review* of February, 1905, pages 6 and 7, an appeal to scholars, in which the principles upon which they had agreed as a basis of report were set forth, and to which was appended a first list of words as to the spelling of which further information was desired. A second list of words was published in *The Classical Review* of March, page 97.

The Committee also prepared a circular addressed to those who had experience of teaching and others interested in the subject, inviting them to reply to a number of questions affecting the spelling and printing of Latin texts for use in schools. This circular was sent to every member of the Association and of the Incorporated Association of Assistant Masters. It was published in *The Classical Review* (March, 1905) and widely circulated among teachers of classics of both sexes and whether chief or assistant.

Upon the matters touched upon in the circular, after careful consideration of the answers received, the Committee beg to recommend as follows:—

- 1. That in texts of Latin authors intended for the use of beginners the quantity of long vowels be marked, except in syllables where they would be also "long by position."
- 2. That when the sign of long quantity is used for the metrical length of a syllable, it be placed over the syllable and not over the vowel.
- 3. That v and u be continued in use to distinguish the two sounds of Latin! u in books intended only for beginners, but that j be discontinued altogether.
- 4. The Committee consider that it is desirable that a hand list of the words in which the natural length of a vowel in a syllable where it would be "long by position" is definitely established, should be prepared and issued by the Association for the use of teachers.

LATIN ORTHOGRAPHY

The Committee recommend that a small pamphlet be issued under the authority of the Association, containing a statement of the general principles which govern Latin orthography, together with alphabetical lists of words the spelling of which is fluctuating, and of words which are frequently misspelled in texts and editions of Latin authors.

The pamphlet to be circulated to Members of the Association, and to be obtainable through the Association's publishers by the general public.

This pamphlet to be drawn up on the following lines which have been approved by the Committee.

1. The orthography recommended for adoption in school texts to be that of the epoch of Quintilian, in so far as the spellings of that epoch can be ascertained.

In default of evidence as early as that time, the earliest attested spelling of subsequent times to be adopted, except in the few cases, such as voco and vaco, in which the older spelling would confuse words that the later and current spelling discriminates.

2. When two spellings are attested the better attested one to be adopted.

A better attested spelling to be understood as one better supported by—

(i) Good inscriptions of the classical period; (ii) the tradition of the best manuscripts of Latin authors.

When the variations in the spelling of a word differ but alightly in authority, the choice to be determined as follows. Firstly—

- (a) That spelling to be recommended which falls under a general principle of usage. Then,
- (b) That spelling to be recommended which shows the origin or formation of the word most clearly. Lastly,
- (c) That spelling to be recommended which provides a distinction between two different words or different formations.
- 4. Consciously archaic spellings as in Virgil or Sallust to be retained.
- 5. The Committee recommend that the following be the spelling adopted in school texts in certain cases of variation occurring in a large number of words:—

A

- 1. i, not ii, in cases like eiius, Maiia.
- 2. -vus -vum, not -vos -vom.
- 3. quus (or -qvus), etc., -quunt (-qvunt), etc., not -cus, etc.
- -bs, -bt, in words compounded with a preposition, but -ps, etc., in verbal formations.
- 5. -censimus, etc., rather than -cesimus.
- s rather than ss when immediately following a long vowel or diphthong—e.g. causa, visus.
- Aspiration after c, t, p in native Latin words only where strongly attested.

[Professor Conway reserves his assent to 5 and 7 of the preceding recommendations.]

В

- 1. i and ii (in gen. sing.) to be recognised.
- 2. ei not to be recognised in any case within the 3rd declension.
- Varying forms -ës, -is (nom. sing.)—e.g. aedes, aedis; -im, -em (acc.)—e.g. puppim, puppem, to be recognised as attested.
- 4. In view of the variation of the spelling in the Augustan period, even in the same author, the Committee recommend that the spelling -is in the accusative plural be adopted only in words which make -im (or -im and -em) in the acc. sing.
- 5. Both -umus and -imus to be recognised (of. no. 4 supra, p. 3).
- 6. -iens in numeral adverbs rather than -ies.
- 7. -undus and -endus to be recognised.

C

- Buck's rules for assimilation or non-assimilation of prepositions (Classical Review, XIII. p. 156 sqq. Hale and Buck's Latin Grammar) to be accepted in the main.
- exs rather than ex (where possible) in compounds whose second member begins with s.
- 3. circum, except in circueo and its cognates.
- 4. trans, or tra, according to the evidence in each case.
- 5. -icio rather than -iecio in compounds of iacio.

D

In compounds formed by simple juxtaposition of words—e.g. nonnullus, satisfacio—the components to be printed separately, non nullus, satis facio.

The Committee desire, in conclusion, to express their indebtedness to all those who, whether members of the Association or otherwise, have aided them in the production of their report by returning answers to the questions asked in the circular, or in other ways.

(Signed)

J. P. Postgate (Chairman).

R. S. CONWAY.

A. E. HOUSMAN.

W. H. D. ROUSE.

S. E. WINBOLT.

December 4th, 1905.

REPORT OF THE INVESTIGATIONS COMMITTEE

Mr. J. ff. Baker-Penoyre, M.A.
Prof. R. M. Burrows, M.A.
The Rev. T. Field, D.D.
Prof. E. A. Gardner, M.A. (Convener).
Mr. P. Giles, M.A.
The Rev. J. Gow, Litt.D.
The Rev. H. B. Gray, D.D.
Mr. G. F. Hill, M.A.

The Committee recommends:-

That the best way to carry out the object for which this Committee is appointed would be the publication of an annual account of the progress of classical studies in all branches.

This account to be confined to such matters as are likely to be useful to classical teachers in schools.

The field of classical studies might for the purpose be divided into several branches, such as the History of Literature, Comparative Philology, Grammar, Textual Criticism and Palaeography, History, Archaeology in its various branches, and Methods of Teaching.

To each branch should be devoted a brief summary of progress and a select bibliography, contributed by one or more specialists, nominated by a consultative editorial committee to be appointed by the Council.

The whole should be under the control of a general editor, similarly appointed, who should if possible be a schoolmaster.

The volume should be issued in the early autumn, and should record the progress of the year ending in the preceding June.

It should consist of about 100 pages, and be issued to members of the Classical Association at, say, 2s., and to the outside public at, say, 3s.

While the financial aspect of the undertaking must be referred to the Finance Committee, your Committee suggests that a publisher might be found willing to take the financial responsibility, especially if a partial guarantee were offered by the Association.

To insure the success of the undertaking, the Committee thinks it desirable that both editor and contributors should receive a small honorarium.

Note.—The Finance Committee is of opinion that the object is one upon which the funds of the Association may rightly be spent.

INTERIM REPORT OF THE CURRICULA COMMITTEE

The Committee, appointed by resolution of the Council on March 18th, 1905, "to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved," begs to present an interim report embodying the results and recommendations at which it has arrived up to the present time.

The Committee at its first meeting appointed Professor Sonnenschein as its Chairman, and Mr. Cookson as its Secretary.

For the better attainment of the objects included in the reference, the Committee decided to address certain inquiries to schools, with a view to ascertaining the amount of time at present devoted to classical subjects, and the distribution of that time among the various departments of classical study.

Accordingly, a letter was addressed to all the members of the Head Masters' Conference, in which they were asked to make returns of the scheme of work on the classical side of their schools. The same letter was also sent to the head mistresses of certain girls' schools. The Committee offers its best thanks to those head masters and head mistresses who have answered the inquiries addressed to them, and so rendered invaluable assistance in the drawing up of this report.

'Many other matters affecting both boys' and girls' schools have been before the Committee, but are deferred for future consideration and report. The Committee has thought it best to submit to the Association in the first instance only two resolutions, on which, in the opinion of the Committee, a vote must be taken before further questions arising out of them can be usefully considered. Among such questions may be mentioned (1) the age at which the study of Greek should be begun; (2) the method of teaching Latin, especially at the elementary stage; (3) the bearing of these questions upon the time-table of schools.

Copies of the letter and of the schedules enclosed with it are annexed to this report.

Replies were received from 37 boys' schools and 19 girls' schools. These replies were analysed by three sub-committees, dealing with (1) the returns from the larger boys' schools; (2) those from the smaller boys' schools; (3) those from the girls' schools.

The two sub-committees for boys' schools combined in a single report. The sub-committee for girls' schools presented a separate report.

The reports of the sub-committees were submitted to the Committee on October 28th and November 11th, and were approved with certain modifications.

Returns were received from the following schools:-

A .- Boys' Schools.

(i) Larger Public Schools:

Birmingham (King Edward's School), Bradfield, Charterhouse, Cheltenham, Christ's Hospital, Edinburgh Academy, Eton, Haileybury, Harrow, Malvern, Manchester Grammar School, Marlborough, Merchant Taylors, St. Paul's, Uppingham, Winchester.

(ii) Smaller Public Schools:

Bath, Brighton, Bristol Grammar School, Cambridge (Perse), Canterbury (St. Edmund's), Chigwell, Cheltenham (Close School), Denstone, Dewsbury, Dover, Epsom, Lancing, Leeds, Newcastle-under-Lyme, Oxford (St. Edward's), Sedbergh, Sutton Valence, Tiverton (Blundell's), Trent, Wakefield, Worcester (King's School).

B .- GIRLS' SCHOOLS.

(i) First Grade Day Schools, with morning session only:

Bedford, Blackheath, Bromley, Clapham, Dulwich, Edgbaston, Exeter, Notting Hill, East Putney, Wimbledon and Worcester High Schools; North London Collegiate School; and St. Mary's, Paddington.

(ii) First Grade Day Schools with morning and afternoon sessions Mary Datchelor School, Camberwell; Newport Intermediate School; Orme Girls' School, Newcastle.

REPORT OF THE CURRICULA COMMITTEE 87

(iii) First Grade Boarding Schools:

St. Elphin's School, Darley Dale; Wycombe Abbey School; St. Felix School, Southwold.

[A First Grade School is one where the leaving age is 18.]

STATISTICS AS TO PROPORTION OF TIME GIVEN TO CLASSICS AND TO OTHER SUBJECTS

A (i).—Boys' Schools—Larger Public Schools.

It appears from the returns that in the highest form on the classical side of each of these schools a considerable amount of specialisation is allowed to many boys, who devote almost the whole of their time to the study of classics or some other subject. The Committee does not wish at this moment to raise the question of the effect of external examinations on the work of the highest forms, and therefore proposes to leave these forms out of consideration for the purposes of this report. In the other forms the time devoted in school to Greek and Latin together generally amounts to about one-half of the whole number of school hours. In the lower forms of the school the proportion is slightly less, but it increases gradually in the higher forms.

Classical Side.

Form.	Average number of hours given in school to classics.	Average number of hours given in school to other subjects.
Lowest form in which both Greek and Latin are studied (average age 13 years and over)	12 hours	14 hours
Highest form below specialising stage (average age 16½)	15 "	11 <u>1</u> "

¹ In the lowest form in which both Greek and Latin are studied (the average age of the boys being 13 years and over) the proportion of time given in school to classics is, on the average, six-thirteenths of the whole; in the highest form below that in which boys specialise, the proportion is, on an average, four-sevenths of the whole.

A (ii).—Boys' Schools—Smaller Public Schools.

In schools of this type there is less specialisation in the highest form than in the larger public schools. The proportion of time given in school to classics increases from somewhat less than one-third of the whole in the lowest form in which both Greek and Latin are studied to slightly less than two-thirds of the whole in the highest form of the school.

Classical Side.

Average age.	Average number of hours given in school to classics.	Average number of hours given in school to other subjects.
1 4 —13	8 hours	201 hours
15—14	9 <u>1</u> "	19 "
16—15	12} "	16] "
17—16	13 1 "	15 "
18—17	181 ,,	10 "

B. - Girls' Schools.

The general conclusions drawn from the consideration of the returns are as follows:—

In schools of the first class (first grade day schools with morning session only) there is great similarity of practice. Latin is studied systematically from the age of 12 or 13 to the age of 17 or 18, and has usually about one-sixth of the total time available for teaching allotted to it, until the highest form is reached. The actual time varies from about $2\frac{1}{2}$ to $3\frac{1}{2}$ hours per week in school; the time assigned to preparation varies from 1 hour a week in the lower forms to 4 hours in the higher.

In schools of the second class (first grade day schools with morning and afternoon sessions) I hour per week in the lower forms to 3 hours per week in the higher forms is gained for the study of Latin as compared with schools of the first class.

Schools of the third class (first grade boarding schools) give

89

more than twice as much time to the study of Latin as those of the first class.

In all these schools, of whatever class, the ordinary course allows for specialisation in the case of some elder girls who are preparing for the universities. The time given to classics by such girls varies from 8 hours in schools of the first class to 18 in those of the third class,

Ancient history is taught in all the schools towards the end of the course, and is usually preceded at some stage in the school course by one year of elementary work.

Greek Testament is taken in some schools. One lesson a week seems to be the usual practice.

INFERENCES AND SUGGESTIONS

A .- Boys' Schools.

It seems that, in view of the legitimate claims of other subjects, the amount of time devoted to the study of classics on the classical side of boys' public schools is as great as can reasonably be expected; but the Committee is of opinion that time and effort might be saved and better results obtained by certain changes in the method of teaching Greek.

The system of classical teaching in most schools seems to be directed towards the ultimate production of a certain number of finished scholars both in Latin and in Greek, educated for the most part on what may be called linguistic lines—i.e. with special attention to grammar and composition. But while it is right that elementary Latin should be studied partly (though not exclusively) as a linguistic discipline, the Committee thinks that it is unnecessary and undesirable in the case of the average boy to apply precisely this method of teaching to Greek also.

The education in Greek of the average boy, with whom in this report we are mainly concerned, should, in the opinion of the Committee, be directed to the reading and appreciation of Greek authors, together with such study of grammar and simple exercises in writing Greek as may be desirable as a means to this end. For the training of such boys in the principles of language and the acquisition of the linguistic sense, it is generally admitted that Latin is the proper vehicle. And if this kind of training has been thorough, it should be possible for boys when they begin

Greek to apply the linguistic experience acquired through their training in Latin to the study of Greek, and to pass at an early stage to the reading of Greek literature.

In proportion as the time devoted to Greek grammar and Greek composition is reduced, it should be possible to devote more time and attention to the reading of Greek authors, and generally to aim at attaining a better understanding of the life and history of the ancient world.

It will be clear from the above statements that the Committee does not mean to suggest that Greek can be studied without grammar and some simple form of composition; but only that such grammar and composition should be strictly subordinated to the purpose of reading.

The amount of grammar necessary for the purpose of reading any language, as distinct from writing it, is smaller than is generally supposed. There is all the difference between knowing a form for the purpose of recognising it when it occurs in an author and knowing it so as to be able to reproduce it in a written exercise. Apart from this, a great many minutiae, such as rare forms, may be omitted; and further, it is possible by judicious selection of what is typical greatly to simplify the treatment of accidence for the purposes of elementary teaching. A similar remark applies with even greater force to the study of syntax. At the same time it must be remembered that a certain amount of grammar and some exercises in writingwhereby common words, common forms, and common constructions are rendered thoroughly familiar to the pupil at an early stage—is the most practical method of acquiring a working knowledge of any language under the conditions of class teaching.

Moreover, it is the belief of the Committee that its recommendations, while leading to an improvement in the literary attainments of the average boy, would not involve any lowering of the standard of pure scholarship in the highest forms of schools, which are reached at an early age by boys qualified to profit by advanced teaching. Time and opportunity can be found in such forms for the study of the minutiae of accidence and syntax, and for the practice of the higher kinds of composition, prose and verse. And the Committee ventures to suggest that boys destined to be scholars in the strict sense of the term may,

in the long run, not be the losers by devoting themselves in the lower and middle forms to a wider course of reading than is usual at present, on the basis of such grammar and composition as are suitable to the average boys with whom they will have to work.

B .- Girls' Schools.

The small amount of time usually available for the study of Latin in girls' schools has had a very marked effect on the methods employed, as shown in the returns. Consciously or unconsciously, the aim of the teaching seems to be directed towards acquiring facility in translation. All the returns but two agree in assigning to translation two-thirds of the available time; composition, except of the simplest type, is not usually attempted till the sixth year, and the time allotted to grammar rarely exceeds one-quarter of the total; when it does so, it seems to be due to the exigencies of an approaching examination. Verse is not attempted at all. Greek is taught on the same lines, but the proportion of time allotted to translation is even larger than in the case of Latin.

The Committee desires to record its opinion that, considering the restrictions of times placed upon classical teachers in girls' schools, they are right, firstly, in limiting their aim, and secondly, in making that aim the reading of the classics.

RESOLUTIONS

On the basis of the above facts and suggestions the Committee submits the following resolutions for the consideration of the general meeting of the Classical Association.

Resolution I.

That in the lower and middle forms of boys' public schools, whereas Latin should be taught with a view to the correct writing of the language as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors.

Resolution II.

That the Association petition the Universities of Oxford and Cambridge to take into consideration the abolition of the separate

Greek grammar paper at Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation.

(Signed) E. A. Sonnenschein (Chairman).

G. C. BELL.

A. C. BENSON.1

W. C. Compton.

E. GAVIN (Representative of the Head Mistresses' Association).

J. Gow (Representative of the Head Masters' Conference).

A. E. HOLME,

A. F. HORT.

R. L. LEIGHTON.

GILBERT MURRAY.

J. A. NAIRN. T. E. PAGE.

W. E. P. PANTIN.

A. B. RAMBAY.

W. H. D. Rouse.

A. F. E. SANDERS (Representative of the Assistant Mistresses' Association).

L. Silcox.

R. D. SWALLOW (Representative of the Head Masters' Association).

W. F. WITTON (Representative of the Assistant Masters' Association).

C. COOKSON (Secretary).

November 25th, 1905.

¹ Mr. Benson desires to state that, though prepared to concur in the recommendations of the Committee as a highly valuable measure of practical reform under present conditions, he reserves his opinion as to the desirability of retaining both Greek and Latin in the curriculum for boys of average capacity.

REPORT OF THE CURRICULA COMMITTEE

APPENDIX

I. Copy of Letter addressed to Head Masters and Head Mistresses

MAGDALEN COLLEGE, OXFORD, June, 1905.

DEAR SIR,

The Classical Association has appointed a Committee to consider in what respects (if any) it is advisable that the present school curriculum in Latin and Greek should be modified and how the means of instruction can be improved. For this purpose it seems necessary in the first instance to ascertain what is the existing practice in schools with regard to (1) the number of hours allotted to the teaching of Latin and Greek and the proportion that they bear to those allotted to other studies; (2) the distribution of the hours so allotted among the various classical subjects—translation, composition (prose and verse), grammar (if taught separately), Greek Testament (so far as it comes under this head), ancient history and literature, etc.; (3) the number of hours assigned to classical work out of school.

The Committee therefore venture to ask you if you will be so kind as to fill up the enclosed tables and return them to me at your earliest convenience. If possible, the returns should reach me not later than September 1st, as it is proposed to hold a meeting of the Committee to consider them on September 16th.

They are fully aware of the serious call that they are making upon your time in urging this request, but they venture to hope that the great importance of the subject and the fact that the Classical Association is the only organisation through which the opinion of the great body of classical teachers throughout the country can make itself felt, may be a sufficient excuse for so doing.

For the purposes of the return a school which the majority of the pupils enter at thirteen and leave at eighteen or nineteen is treated as divisible into six sections, each of which may be taken roughly to represent a year of school life. These sections correspond, in the ordinary nomenclature, to the Sixth, Upper Fifth, Lower Fifth, Upper Fourth, Lower Fourth, and Third Forms. But as the nomenclature differs in different schools, you are asked to insert at the head of each column not merely the name of the form, but also the average age of the pupils belonging to it. It will be sufficient for the purposes of the return if you will select in different parts of the school six typical forms in which the average ages of the pupils correspond roughly to the six periods mentioned above.

The calculation of time would be most conveniently made in hours, but if you find it simpler to make it in "periods" of more or less than an hour, perhaps you would be kind enough to indicate the unit of time that you are using.

The details of the non-classical subjects may probably prove too troublesome to fill in, and it will be amply sufficient for the purposes of the Committee if you will simply indicate the total number of hours assigned to non-classical subjects.

Any general remarks with which you may be willing to favour the Committee will be of the highest value, especially if bearing on the effect on your time-table of the requirements of external examinations (such as those for College Scholarships, the Certificate and Local Examinations, Reponsions, the Previous Examination, and Matriculation Examinations at Oxford and Cambridge).

The Committee do not ask for any return of the classical work done on Modern Sides.

Yours faithfully, CHR. COOKSON, Secretary to the Committee.

II. FORMS ACCOMPANYING THE PRECEDING LETTER

TIME-TABLE OF CLASSICAL SIDE,
Showing the number of hours assigned in each week to the subjects named.

of School. C A В D E F of Form. e age of Pupils.) Non-Classical Languages. Science. satics. Subjects, Modern History, e, Geography, ion, and Divinity in Greek Testament). , Singing, etc.

If it should be inconvenient to fill in the details? the Non-Classical subjects, it will be sufficient if aly the totals are given.

(Signed)

FORM B.

TIME-TABLE,
Showing the number of hours assigned in each week to the subjects n

Name of School.								
	A	В	C	D	E	F		
Name of Form.								
L. Work in School. (1) LATIN.			*			·		_
Translation						 -		===
(s) viva voce ("books").								
(b) written ("unseen").								
Composition (a) prose.								
(b) verse.								
Grammar (if taught separately).								
Repetition.								
Ancient History (whether Greek or Roman), Literature, Archaeology, etc.								
(2) Greek.								
Translation (a) viva voce.								
(b) written.								
Composition (a) prose.								
(b) verse.								
Grammar (if taught separately).								
Repetition.								
Greek Testament.								
II. Work out of School. Number of hours a week assigned to classical work (Composition & Preparation).								
							(Signs	d)

APPENDIX

97 13



OFFICERS OF THE ASSOCIATION

PRESIDENT

THE RIGHT HON. LORD CURZON OF KEDLESTON, G.C.S.I., G.C.I.E., D.C.L., F.R.S.

VICE-PRESIDENTS

THE RIGHT HON. H. H. ASQUITH, D.C.L., K.C., M.P.

- THE RIGHT HON. SIR R. H. COLLINS, M.A., LL.D., D.C.L., Master of the Rolls,
- PROFESSOR ROBINSON ELLIS, M.A., LL.D., Corpus Christi College, Oxford.

THE RIGHT HON. SIR R. B. FINLAY, K.C., LL.D. SIR ARCHIBALD GEIKIE, D.C.L., LL.D., F.R.S.

- THE RIGHT REVEREND CHARLES GORE, D.D., Lord Bishop of Birmingham.
 - THE RIGHT HON. THE EARL OF HALSBURY, D.C.L., F.R.S.
 THE HON. MR. JUSTICE KENNEDY, M.A., LL.D.
 - THE HON. MR. JUSTICE PHILLIMORE, Bart., D.C.L., LL.D., PROFESSOR J. P. POSTGATE, Litt.D.
- SIR EDWARD J. POYNTER, Bart., D.C.L., Litt.D., President of the Royal Academy.
- SIR E. MAUNDE THOMPSON, K.C.B., D.C.L., LL.D., Director and Principal Librarian of the British Museum.

HON. TREASURER

F. G. KENYON, Esq., D.Litt., West Hill Cottage, Harrow.

HON. SECRETARIES

- PROFESSOR E. A. SONNENSCHEIN, D.Litt., 7, Barnsley Road, Edgbaston, Birmingham.
 - E. HARRISON, Esq., M.A., Trinity College, Cambridge.

COUNCIL

- The foregoing ex officio, together with the following:—
 THE REV. CANON G. C. BELL, M.A.
- PROFESSOR R. M. BURROWS, M.A., University College, Cardiff. S. H. BUTCHER, Esq., D.Litt., Litt.D., LL.D., M.P.
- CHRISTOPHER COOKSON, Esq., M.A., Magdalen College, Oxford.
- PROFESSOR E. A. GARDNER, M.A., University College, London.
- Miss E. Gavin, M.A., Head Mistress of the Notting Hill High School for Girls.
 - Miss J. E. Harrison, LL.D., Litt.D., Newnham College, Cambridge.
 - THE REV. ARTHUR C. HEADLAM, D.D., Principal of King's College, London.
 - T. RICE HOLMES, Esq., Litt.D., St. Paul's School.
 - SIR A. F. HORT, Bart., M.A., Harrow.
 - PROFESSOR J. W. MACKAIL, M.A., I.L.D.
 - SIR F. POLLOCK, Bart., M.A., D.C.L.
- PROFESSOR W. RHYS ROBERTS, Litt.D., The University, Leeds. W. H. D. ROUSE, Esq., Litt.D., Head Master of the Perse School, Cambridge.
 - S. E. Winbolt, Esq., M.A., Christ's Hospital.

COMMITTEES

I

Committee "To consider and report on the best methods of introducing a uniform pronunciation of Latin (and Greek)."

Mr. S. H. BUTCHER, D.Litt., LL.D (Convener). Prof. R. S. CONWAY, Litt.D.

Mr. C. A. A. Du Pontet, M.A.

Prof. Robinson Ellis, M.A.

Mr. R. C. Gilson, M.A.

Prof. J. P. POSTGATE, Litt.D.

Mr. W. H. D. Rouse, Litt.D.

Mr. W. G. RUSHBROOKE, M.A.

Mr. S. E. WINBOLT, M.A.

Miss M. H. Wood.

II

Committee "To consider by what methods those employed in classical teaching can be helped to keep in touch with the most recent results of discovery and investigation."

Mr. J. ff. Baker-Penoyre, M.A.
Prof. R. M. Burrows, M.A.
The Rev. T. Field, D.D.
Prof. E. A. Gardner, M.A. (Convener).
Mr. P. Giles, M.A.
The Rev. J. Gow, Litt.D.
The Rev. H. B. Gray, D.D.
Mr. G. F. Hill, M.A.

Ш

Committee "To consider in what respect the present school curriculum in Latin and Greek can be lightened and the means of instruction improved."

The Rev. Canon Bell, M.A.

Mr. A. C. BENSON, M.A.

¹ Prof. R. M. Burrows, M.A.

Rev. W. C. Compton, M.A.

Mr. C. Cookson, M.A.

Miss E. GAVIN (Representative of the Head Mistresses' Association).

The Rev. J. Gow, Litt.D. (Representative of the Head Masters' Conference).

Mr. A. E. Holme, M.A.

Sir A. F. HORT, Bart., M.A.

Mr. E. D. MANSFIELD, M.A.

Mr. G. G. A. MURRAY, LL.D.

The Rev. J. ARBUTHNOT NAIRN, Litt.D.

Mr. T. E. PAGE, M.A.

Mr. W. E. P. Pantin, M.A.

Mr. A. B. RAMSAY, M.A.

Mr. W. H, D. Rouse, Litt, D.

Miss A. F. E. SANDERS (Representative of the Assistant Mistresses' Association).

Miss L. Silcox.

Prof. E. A. Sonnenschein, D.Litt. (Convener).

The Rev. R. D. SWALLOW, M.A. (Representative of the Head Masters' Association).

Mr. W. F. WITTON, M.A. (Representative of the Assistant Masters' Association).

¹ Added to the Committee in May, 1906.

RULES

- 1. The name of the Association shall be "THE CLASSICAL ASSOCIATION."
- 2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular:—
 - (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
 - (b) To improve the practice of classical teaching by free discussion of its scope and methods;
 - (c) To encourage investigation and call attention to new discoveries;
 - (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.
- 3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be ex officio members of the Council.
- 4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.
- 5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.
- 6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

- 7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.
- 8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.
- 9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.
- 10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.
- 11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905, and one-third in 1906.
- 12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.
- 13. The list of agenda at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.
- 14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.
 - 15. Ordinary members shall be elected by the Council.
- 16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.
- 17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.
- 18. The Council shall have power to remove by vote any member's name from the list of the Association.
- 19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

June, 1906

** This list is compiled from information furnished by Members of the Association, and Members are requested to be so kind as to send immediate notice of any CHANGE in their addresses to F. G. KENYON, Esq., D.LITT., West Hill Cottage, Harrow, with a view to corrections in the next published List. The Members to whose names an asterish is prefixed are Life Members.

Abbott, E., M.A., Jesus College, Cambridge.

ABERNETHY, Miss A. S., B.A., Bishopshall West, St. Andrews, N.B.

ADAM, Mrs. A. M., Emmanuel House, Cambridge.

ADAM, J., Litt.D., Emmanuel College, Cambridge.

AGAR, T. L., M.A., 5, Beaconsfield, Derby Road, Withington, Manchester.

AGER, R. L. S., M.A., Tettenhall College, Wolverhampton.

*Alder, Miss, M.B., 11, Frederick Road, Edgbaston, Birmingham.

*Alford, Miss M., 51, Gloucester Gardens, Bishop's Road, W.

ALINGTON, Rev. C. A., M.A., Eton College, Windsor.

ALLBUTT, Prof. T. C., M.D., F.R.S., St. Radegund's, Cambridge.

ALLEN, Rev. G. C., B.D., Cranleigh School, Surrey.

ALLEN, J. E. R., M.A., Portora, Enniskillen, Co. Fermanagh.

ALLEN, S., M.A., Lisconnan, Dervock, Co. Antrim.

ALLEN, T. W., M.A., Queen's College, Oxford.

ANDERSON, J. G. C., M.A., Christ Church, Oxford.

Anderson, W. B., M.A., Victoria University, Manchester.

Anderson, Y., M.A., LL.B., 50, Pall Mall, W.

Angus, Prof. J. M., M.A., University College, Aberystwyth.

ANTROBUS, G. L. N., M.A., Cranleigh School, Surrey.

Anwyl, Prof. E., M.A., 62, Marine Terrace, Aberystwyth.
 Abeles, Miss E. M., Vice-Principal, Lady Margaret Hall, Oxford.

Armitage, N. C., M.A., 11, Old Square, Lincoln's Inn, W.C.

Armstrad, Miss H., 18, Clifton Hill, N.W.

Arnold, Prof. E. V., Litt.D., Bryn Seiriol, Bangor, North Wales.

*Ashby, T., Junr., M.A., British School, Rome.

ASHMORE, Prof. S. G., Union University, Schenectady, N.Y., U.S.A.

ASHWIN, Rev. R. F., M.A., King's School, Grantham.

ASHWORTH, Miss H. A., B.A., Withington Girls' School, Withington, Manchester.

ASQUITH, Rt. Hon. H. H., D.C.L., K.C., M.P., 20, Cavendish Square, W.

*ATKEY, F. A. H., Merchant Taylors' School, London, E.C.

ATKINSON, Rev. E., D.D., Clare College Lodge, Cambridge.

AUDEN, Prof. H. W., M.A., Principal, Upper Canada College, Toronto, Canada.

Austen-Leigh, E. C., M.A., Eton College, Windsor.

Austin, Alfred, M.A., Swinford Old Manor, Ashford, Kent.

BADLEY, J. H., M.A., A.M., Bedales School, Petersfield, Hants. BAGGE, *Miss* L. M., Stradsett Hall, Downham Market, Norfolk. BAILEY, Cyril, M.A., Balliol College, Oxford.

Bailey, J. C., M.A., 20, Egerton Gardens, S.W.

BAINES, Miss K. M., M.A., High School for Girls, Birkenhead.

BAKER-PENOYRE, J. ff., M.A., 22, Albemarle Street, W.

BAREWELL, Miss D. L., Kensington High School, St. Albans Road, W.

Balcarres, Lord, M.P., F.S.A., 74, Brook Street, London, W.

Baldwin, S., M.A., Astley Hall, Stourport.

Balfour, Graham, M.A., Colwich, Stafford.

Balfour, R., M.A., Ford Place, Arundel, Sussex.

BALL, S., M.A., St. John's College, Oxford.

BAMPFYLDE, F. G., M.A., Merchant Taylors' School, London, E.C.

BARKE, Miss E. M., Stoke Lodge, Stoke-on-Trent.

Barker, E. J. P. Ross, B.A., Jägerplatz, 7, Halle-an-der-Saale, Germany.

BARKER, E. P., M.A., 10, Redcliffe Road, Nottingham.

Barker, Miss E. Ross, B.A., c/o London and County Bank, Abingdon, Berks.

BARKER, Rev. P., M.A., St. John's Vicarage, Bromley, Kent. BARNARD, Rev. P. M., B.D., Courtlands, Saffron Walden.

BARNETT, P. A., Saville Club, Piccadilly, London, W.

BARRAN, J. N., B.A., The Elms, Chapel Allerton, Leeds.

Barrows, Miss M. M., Hampton School, Malvern P.O., Jamaica.

BATTISCOMBE, E. M., Eastwood, Weston-super-Mare.

BAUGH, Miss E. M., King Edward VI.'s High School for Girls, New Street, Birmingham.

BAXTER, Miss B. F. N., M.A. (Lond.), 141, Hammersmith Road, West Kensington, W.

BAYLISS, A. E., 44, Wentworth Road, Harborne, Birmingham.

Bran, Rev. E., M.A., Brentwood School, Essex.

*Beare, Prof. J. I., M.A., Trinity College, Dublin.

BEARE, T. J., B.A., Foyle College, Londonderry.

Brasley, T. E., Bulbourne, Tring.

BEAVEN, Rev. A. B., M.A., Greyfriars, Leamington.

*Beckwith, E. G. A., M.A., The Army School, Stratford-on-Avon. Beeching, *Rev. Canon H. C.*, M.A., LL.D., 3, Little Cloisters,

Westminster, S.W. Beggs, Miss J. W., Girls' High School, Tottenham, N.

BEHRENS, G., The Acorns, Fallowfield, Manchester.

BELCHER, Miss E. M., B.A., High School, Bedford.

Bell, E., M.A., York House, Portugal Street, W.C.

Bell, Rev. Canon G. C., M.A., Hillside, Fountain Road, Norwood, S.E.

Bell, G. K. A., Christ Church, Oxford.

BELOE, Miss M. T., Howell's School, Denbigh.

*Benecke, P. V. M., M.A., Magdalen College, Oxford.

BENGER, Miss L. M., High School, Swansea.

BENN, A. W., B.A., Il Ciliegio, San Gervasio, Florence.

BENNETT, Mrs. A. H., S. Rule, Mycenae Road, Blackheath, S.E.

Bennett, G. L., M.A., School House, Sutton Valence.

Bennett, Miss M. A., B.A., Queen Elizabeth School, Trevanion Road, West Kensington, W.

BENSLY, Prof. E. von B., M.A., The University, Adelaide, S. Australia.

BENSON, A. C., M.A., Magdalene College, Cambridge.

BENSON, R. H., M.A., 16, South Street, Park Lane, London, W.

BERNARD, Rev. Canon E. R., M.A., The Close, Salisbury.

BERNAYS, A. E., M.A., 3, Priory Road, Kew, Surrey.

Berridge, Miss E. H., 7, The Knoll, Beckenham.

BERTRAM, J., M.A., Sishes, Stevenage.

BEVAN, Miss F. E., 16, Alexandra Drive, Sefton Park, Liverpool.

BEWSHER, J., M.A., St. Paul's Preparatory School, Colet Court, Hammersmith, W.

BICKFORD-SMITH, R. A. H., M.A., F.S.A., 6, Great George Street, Westminster.

Bidgood, Miss C. A., M.A., County School for Girls, Grove Park, Wrexham.

BILLSON, C. J., M.A., The Wayside, Oadby, Leicestershire.

BINNEY, E. H., M.A., 3, Tackley Place, Oxford.

*Blagden, Rev. C. M., M.A., Christ Church, Oxford.

BLAKENEY, E. H., M.A., The King's School, Ely.

BLAKISTON, C. H., B.A., Eton College, Windsor.

BLORE, J. L., West Downs, Winchester.

BLUNT, Rev. A. W. F., M.A., Exeter College, Oxford.

Bodington, N., M.A., Litt.D., Vice-Chancellor of the University, Leeds.

Bonser, Rt. Hon. Sir J. W., M.A., 3, Eaton Place, S.W.

BOOKER, R. P. L., M.A., Eton College, Windsor.

Bosanquer, Prof. R. Carr, M.A., The University, Liverpool.

Borring, C. G., M.A., 22, Perham Road, West Kensington, W.

BOUSFIELD, F. S. N., Grammar School, Brisbane, Queensland.

Bowen, C. C., Middleton Grange, Upper Riccenton, Christchurch, New Zealand.

*Bowen, H. C., M.A., St. Edmund's School, Canterbury.

Bowley, Rev. H. T., M.A., Eton College, Windsor.

BOYD, Miss H., Astell House, Cheltenham.

BOYD-DAWKINS, Prof. W., D.Sc., F.R.S., Victoria University, Manchester.

BRADLEY, Prof. A. C., 9, Edwardes Square, Kensington, W.

Bramston, Rev. J. T., M.A., Culver's Close, Winchester.

BRAMWELL, W. H., M.A., Bow, Durham.

Branfoot, Rev. W. H., M.A., Christ's Hospital, West Horsham.

BRIDGE, Admiral Sir C., K.C.B., 1, Eaton Terrace, S.W.

BRINTON, H., M.A., Eton College, Windsor.

Broadbent, H., M.A., Eton College, Windsor.

BRODRIBB, C. W., M.A., 5, Charleville Mansions, West Kensington, W.

BROOKE, W. G., M.A., 14, Herbert Street, Dublin.

BROOKE, W. P., M.A., School Field, Rugby.

Brooks, E. J., M.A., 20, Cornwall Road, Westbourne Park, W.

BROOKS, Prof. F., M.A., University College, Bristol.

BROUGH, Miss L., Winterdene, Thirlmere Road, Streatham, S.W.

Brown, A. C. B., New College, Oxford.

Brown, Prof. J. Rankine, M.A., Victoria University College, Wellington, New Zealand.

BROWNE, Rev. E. L., M.A., St. Andrew's School, Eastbourne.

BROWNE, Rev. Prof. H., M.A., University College, Dublin.

BROWNING, OSCAR, M.A., King's College, Cambridge.

Brownjohn, A. D., B.A., Lynton House, King's Road, Richmond, S.W.

BRUTON, F. A., M.A., Grammar School, Manchester.

Bryans, C., M.A., Arundel House, Hayling Island, Hants.

BRYANT, Rev. E. E., M.A., Charterhouse, Godalming.

Bubb, Rev. C. S., Bosistow Treen, R.S.O., Cornwall.

Bull, Rev. R. A., St. Andrew's, Southborough, Tunbridge Wells. Bunsen, Mrs. de, Southacre, Cambridge.

BURGE, Rev. H. M., D.D., The College, Winchester.

BURKE, Mies M. E., B.A., Dudley Municipal High School, Dudley, Worcestershire.

BURKITT, Prof. F. C., M.A., St. Keynes, Grange Road, Cambridge. BURNE-JONES, Sir P., Bt., 9, St. Paul's Studios, Hammersmith,

Burnside, Rev. W. F., M.A., Lemsford, Leckhampton Road, Cheltenham.

Burroughs, E. A., M.A., Hertford College, Oxford.

Burrows, *Prof.* Ronald M., M.A., 131, Habershon Street, East Moors, Cardiff.

Burrows, Ven. Archdeacon W. O., M.A., 4, Manor Road, Edgbaston, Birmingham.

BURSTALL, Miss S. A., B.A., Manchester High School for Girls, Manchester.

BURTON, Rev. Edwin, St. Edmund's College, Ware.

Bury, Prof. J. B., LL.D., Litt.D., 1, Selwyn Gardens, Cambridge.

Bury, Rev. R. G., M.A., Vicarage, Trumpington, Cambridge.

Bussell, Rev. F. W., D.D., Brasenose College, Oxford.

BUTCHER, J. G., M.A., K.C., 32, Elvaston Place, S.W.

BUTCHER, S. H., Litt.D., LL.D., D.Litt., M.P., 6, Tavistock Square, W.C.

BUTLER, H. E., M.A., New College, Oxford.

BUTLER, Very Rev. H. Montagu, D.D., The Lodge, Trinity College, Cambridge.

BUTLER, Mrs. Montagu, Trinity Lodge, Cambridge. BYRNE, Miss A. D., Wychcote, Bournemouth West.

CADE, F. J., M.A., Teighmore, Cheltenham.

CALTHROP, Miss C. M., 50, Albion Road, South Hampstead, N.W.

CAMPAGNAC, E. T., M.A., Board of Education, Whitehall, S.W.

CAMPBELL, Prof. L., M.A., LL.D., S. Andrea, Alassio, Italy.

CAMPBELL, Mrs. L., S. Andrea, Alassio, Italy.

CAMPBELL, S. G., M.A., Christ's College, Cambridge.

CAPPON, Prof. J., M.A., Queen's University, Kingston, Canada.

CARLISLE, A. D., M.A., Haileybury, Hertford.

CARPENTER, R. S., M.A., 27, Belsize Square, N.W.

CARTER, Rev. T. N., M.A., The Grammar School, Manchester.

CASE, Miss A. J., University Club for Ladies, 32, George Street, Hanover Square, W.

CASE, Miss Esther, Chantry Mount School, Bishop's Stortford,

CASE, Miss J. E., 5, Windmill Hill, Hampstead, N.W.

CASPARI, M. O. B., M.A., The University, Birmingham.

CATTLEY, Rev. A., M.A., Repton, Burton-on-Trent.

CATTLEY, T. F., M.A., Eton College, Windsor.

CHAMBERLAIN, H. M., B.A., St. Edmund's School, Canterbury.

CHAMBERS, C. D., M.A., The University, Birmingham.

CHAMBERS, E. K., M.A., Board of Education, Whitehall, S.W.

CHAMBERS, Rev. R. H., M.A., Christ College, Brecon.

CHAPMAN, John, 101, Leadenhall Street, E.C.

CHAPMAN, Rev. Dom., O.S.B., B.A., Erdington Abbey, Birmingham.

CHAPMAN, P. M., M.D., F.R.C.P., 1, St. John Street, Hereford. CHAPPEL, Rev. W. H., M.A., King's School, Worcester.

CHASE, The Rt. Rev. F. H., D.D., Lord Bishop of Ely, The Palace, Ely.

CHAVASSE, A. S., M.A., B.C.L., Elmthorpe, Temple Cowley, Oxford.

CHAWNER, W., M.A., The Lodge, Emmanuel College, Cambridge.

CHETTLE, H., M.A., Stationers' School, Hornsey, N.

CHILTON, Rev. A., M.A., City of London School, E.C.

CHITTY, Rev. G. J., B.A., Eton College, Windsor.

CHOLMELEY, R. F., M.A., The High House, Brook Green, London, W.

CHURCH, Rev. A. J., Upper Brooms, Ightham, Sevenoaks.

CHURCHILL, E. L., B.A., Eton College, Windsor.

CLARK, A. C., M.A., Queen's College, Oxford.

CLARK, E. K., M.A., F.S.A., Meanwoodside, Leeds.

CLARK, Rev. R. B., Felsted School, Essex.

CLARK, Rev. R. M., M.A., Denstone College, Staffs.

CLARKE, Miss E. M., Broughton and Crumpsall High School, Higher Broughton, Manchester.

CLARKE, Rev. E. W., B.A., Gresham's School, Holt, Norfolk.

CLARTON, J. A., B.A., Grammar School, Doncaster.

CLAY, Miss A. M., Lady Margaret Hall, Oxford.

COBBE, Miss A. M., B.A., The Island, Newbury.

Совнам, С. D., С.М.G., M.A., H.M. Commissioner, Larnaca, Cyprus.

COHEN, H., 3, Elm Court, Temple, E.C.

COHEN, Miss H. F., '30, Hyde Park Gardens, W.

Cole, E. L. D., M.A., 9, Horton Crescent, Rugby.

COLERIDGE, E. P., M.A., Haileybury College, Herts.

Collins, A. J. F., B.A., 15, Upper Bedford House, Russell Square, W.C.

Collins, Miss F. H. (See Henn, Mrs. Henry.)

COLLINS, Prof. J. Churton, The University, Birmingham.

COLLINS, Rt. Hon. Sir R. H., M.A., LL.D., 3, Bramham Gardens, S.W.

Colson, F. H., M.A., The College, Plymouth.

Colvin, S., M.A., British Museum, W.C.

COMPTON, Rev. W. C., M.A., The College, Dover.

CONDER, Miss E. M., Milton Mount College, Gravesend.

CONGREVE, Miss E. M., 38, Warkworth Street, Cambridge.

CONNAL, B. M., M.A., 29, Wood Lane, Headingley, Leeds.

Conway, Mrs. Margaret M., M.A., 123, Lapwing Lane, Didsbury, Manchester.

CONWAY, Prof. R. S., Litt.D., The University, Manchester.

Cook, Prof. A. B., M.A., 19, Cranmer Road, Cambridge.

Cookson, C., M.A., Magdalen College, Oxford.

COOKSON, Sir C. A., K.C.M.G., 96, Cheyne Walk, Chelsea, S.W.

COOMBE, J. Newton, Abbeydale, Beauchief, Sheffield.

COOPER, Miss A. J., 22, St. John Street, Oxford.

CORLEY, F. E., M.A., St. John's College, Oxford.

*Cornford, F. M., M.A., Trinity College, Cambridge.

CORNISH, F. W., M.A., The Cloisters, Eton College, Windsor.

COULTER, Miss, James Alleyn's School for Girls, Dulwich, S.W.

- COURTAULD, G., Junr., M.A., Little's Farm, Shalford, Braintree, Essex.
- COWELL, W. H. A., M.A., St. Edward's School, Oxford.
- Cowl., Prof. R. P., M.A., University College, Bristol.
- Cowley, A., M.A., Magdalen College, Oxford.
- CRACE, J. F., B.A., Eton College, Windsor.
- CRADOCK-WATSON, H., M.A., Merchant Taylors' School, Crosby, Liverpool.
- Chair, Sir H., K.C.B., LL.D., 5a, Dean's Yard, Westminster, S.W.
- CRAWFORD, G. R., M.A., Kensworth, Spencer Road, Bournemouth.
- CRAWLEY, J. A., M.A., 14, Connaught Road, Stroud Green, N.
- CROMPTON, Miss A., M.A., University Settlement, Ancoats Hall, Manchester.
- *Crossy, Miss A. D., 1, Holwood Road, Bromley, Kent.
 - CROZIER, W. P., Guardian Office, Manchester.
 - CRUICESHANE, Rev. A. H., 58, Kingsgate Street, Winchester.
 - CULLEY, E. H., M.A., School House, Monmouth.
- Curzon, of Kedleston, Right Hon. Lord, G.C.S.I., G.C.I.E., D.C.L., F.R.S., Athenseum Club, Pall Mall, S.W.
- Dakers, H. J., M.A., 5, Gilda Crescent Road, Eccles, Manchester.
- DAKYNS, H. G., M.A., Higher Coombe, Haslemere, Surrey.
- DALE, A. W. W., M.A., Vice-Chancellor of the University, Liverpool.
- DALTON, Rev. H. A., M.A., D.D., Harrison College, Barbadoes.
- DANIEL, Miss C. I., Wycombe Abbey School, Bucks.
- DAVID, Rov. A. A., M.A., Head Master, Clifton College, Bristol.
- DAVID, Rev. W. H., M.A., Kelly College, Tavistock.
- DAVIES, Miss C. H., M.A., Penstâr, Palmeira Avenue, Hove, Sussex.
- DAVIES, E. J. Llewellyn, B.A., Fauconberge School, Beccles, Suffolk.
- DAVIES, Robert, M.A., The School, Warwick.
- DAVIS, Miss E. J., B.A., 86, Lansdowne Road, Croydon.
- Davis, Rev. H., B.A., Stonyhurst College, Blackburn.
- Dawes, Miss E. A. S., M.A., D.Litt., Heathlands, Weybridge, Surrey.
- DAWES, Rev. J. S., D.D., Heathlands, Weybridge, Surrey.
- *Dawes, Miss M. C., M.A., Heathlands, Weybridge, Surrey.

DAY, Miss K., Rowton, Chester.

DAYNES, J. N., Magdalen College, Oxford.

DEVINE, Alex., Clayesmore School, Pangbourne, Berks.

DICKIN, H. B., M.A., Christ's Hospital, West Horsham.

DICKSON, Miss I. A., 44, Cambridge Terrace, Hyde Park, W.

DILL, T. R. Colquhoun, B.A., 1, New Square, Lincoln's Inn, W.C.

Dixon, Prof. W. Macneile, 2, South Park Terrace, Hillhead, Glasgow.

Donaldson, Rev. S. A., M.A., B.D., The Lodge, Magdalene College, Cambridge.

DONKIN, Prof. E. H., M.A., Englefield Green, Surrey.

DONNER, E., B.A., Oak Mount, Fallowfield, Manchester.

Donovan, Rev. J., M.A., Stonyhurst College, Blackburn.

Dove, Miss J. F., Wycombe Abbey School, Bucks.

Dowson, F. N., West Downs, Winchester.

DOYLE, J. A., M.A., Pendarren, Crickhowel.

DRYSDALE, Miss M., B.A., King's Lea, Kemerton, Tewkesbury.

DU PONTET, C. A. A., M.A., Englefield, Harrow.

DUCKWORTH, Rev. Canon R., D.D., C.V.O., 6, Little Cloisters, Westminster Abbey, S.W.

DUFF, J. D., M.A., Trinity College, Cambridge.

DUNN, G., M.A., LL.D., 42, Murrayfield Avenue, Edinburgh.

DUNSTALL, Miss M. C., M.A., King Edward VI.'s High School for Girls, New Street, Birmingham.

DYER, L., M.A., Sunbury Lodge, Oxford.

Dyson, Rev. F., M.A., St. John's College, Cambridge.

EALAND, Mrs. J. M., Hillmarton, St. James's Park, Bath.

ECKERSLEY, J. C., M.A., Ashfield, Wigan.

ECKHARD, Gustav, Broome House, Didsbury, Manchester.

EDGINTON, C., M.A., Pelham House, West Folkestone.

EDWARDS, G. M., M.A., Sidney Sussex College, Cambridge.

EDWARDS, W., M.A., Grammar School, Bradford.

ELIOT, Sir C. N. E., K.C.M.G., LL.D., M.A., Endcliffe Holt, Endcliffe Crescent, Sheffield.

ELLABY, C. S., Bannister Court, Southampton.

ELLAM, E., Dean Close School, Cheltenham.

ELLIMAN, G. D., Heathside, Tadworth, Surrey.

ELLIOTT, C. H. B., M.A., Cliff Court, Frenchay, Bristol.

ELLIOTT, R. H., Rishworth Grammar School, Rishworth, Halifax.

ELLIOTT, R. T., M.A., 38, St. John Street, Oxford.

ELLIS, Prof. Robinson, M.A., LL.D., Trinity College, Oxford.

ELLIS, Mrs. Westwood, Pitsmore, Sheffield.

ELLISTON, W. R., B.A., LL.B., 163, Woodbridge Road, Ipswich.

England, E. B., Litt.D., Hulme Hall, Plymouth Grove, Manchester.

EPPSTEIN, Rev. W. C., M.A., Reading School, Berks.

ERMEN, W., 14, Park Road, Pendleton, Manchester.

ERNST-BROWNING, Judge W., 12, St. James's Square, S.W.

ESCOTT, Miss A. E., 22, Rutland Park, Sheffield

ESDAILE, A. J. K., B.A., British Museum, W.C.

EVANS, Lady, M.A., Nash Mills, Hemel Hempstead.

EVANS, H. A., M.A., 13, Broad Street, Oxford.

EVANS, S. E., M.A., Grammar School, Doncaster.

Evans, Rev. W. F., M.A., Cowbridge School, Glamorgan.

EVANS, W. H., M.A., 3, Christ Church Road, Winchester.

Exon, Prof. C., M.A., Queen's College, Galway.

Exton, G. F., M.A., Llandovery College, S. Wales.

FAIRBAIRN, Rev. A. M., M.A., D.D., Litt.D., Mansfield College, Oxford.

FAIRBAIRNS, Miss M. E., 15, Victoria Road, Withington, Manchester.

FALDING, Miss C. S., Girls' Grammar School, Bradford, Yorks.

FARNELL, L. R., M.A., D.Litt., Exeter College, Oxford.

FARSIDE, W., M.A., Thorpe Hall, Robin Hood's Bay, Yorks.

FARWELL, The Hon. Mr. Justice, B.A., 60, Queen's Gardens, Lancaster Gate, W.

FELKIN, F. W., M.A., University College School, Gower Street, W.C.

FENNING, Rev. W. D., M.A., Haileybury College, Hertford.

FERARD, R. H., M.A., 4, Moorland Road, Edgbaston, Birming-ham.

FIELD, Rev. T., D.D., Radley College, Abingdon.

FINLAY, Sir R. B., K.C., LL.D., 31, Phillimore Gardens, W.

*Fitzhugh, *Prof.* T., University of Virginia, Charlottesville, Va., U.S.A.

FLATHER, J. H., M.A., 90, Hills Road, Cambridge.

FLEMING, Miss A., M.A., St. Felix School, Southwold.

FLETCHER, C. R. L., M.A., Magdalen College, Oxford.

FLETCHER, F., M.A., The Lodge, Marlborough College, Wilts.

FLETCHER, Frank, M.A., 121, Ullett Road, Liverpool.

FLOOD, Miss M. L., St. Elphin's School, Darley Dale, near Matlock.

FOOTNER, Harry, Berkhamsted, Herts.

FORD, Rev. Lionel G. B. J., M.A., The School, Repton, Burton-on-Trent.

Forrester, R. S., M.A., 48, Malvern Terrace, Swansea.

FORSTER, E. S., M.A., The University, Sheffield.

FORSTER, J., M.A., High Row, Darlington.

FOTHERINGHAM, J. K., M.A., 12, Holywell, Oxford.

FOWLER, W. Warde, M.A., Lincoln College, Oxford.

Fox, F. W., M.A., 19, Eastgate, Lincoln.

Frazer, J. G., M.A., D.C.L., Trinity College, Cambridge.

FRY, Miss E. B., M.A., Highfield, Epsom.

FRY, Rev. T. C., D.D., School House, Berkhamsted, Herts.

FULFORD, Rev. H. W., M.A., 49, Bateman Street, Cambridge.

FULLER, Miss B. B., The Training College, Darlington.

FURNEAUX, L. R., M.A., Rossall, Fleetwood.

FURNESS, E. H., B.A., The Steps, Bromsgrove.

FURNESS, J. M., M.A., The Friary, Richmond, Yorks.

FURNESS, Miss S. M. M., 2, Mycenae Road, Blackheath, S.E.

GADESDEN, Miss F. M. A., M.A., Blackheath High School, S.E.

GALPIN, Rev. A. J., King's School, Canterbury.

Gantillon, Rev. P. F. J., M.A., 1, Montpellier Terrace, Cheltenham.

GARDINER, E. N., M.A., 2, The College, Epsom.

GARDNER, Miss A., Newnham College, Cambridge.

GARDNER, Prof. E. A., M.A., University College, London.

GARDNER, Prof. P., Litt.D., 12, Canterbury Road, Oxford.

GARROD, H. W., M.A., Merton College, Oxford.

GASELEE, Miss E. S., St. Hilda's Ladies' College, Cheltenham.

GAVIN, Miss E., M.A., Notting Hill High School, Norland Square, W.

*GAYE, R. K., M.A., Trinity College, Cambridge.

Geikie, Sir Archibald, D.C.L., LL.D., F.R.S., 10, Chester Terrace, Regent's Park, N.W.

*Genner, E. E., M.A., Jesus College, Oxford.

*Genner, Miss G. B., M.A., Girls' Grammar School, Maidstone Road, Rochester.

*Gerrans, H. T., 20, St. John Street, Oxford.

GHEY, Miss F. L., 39, Star Hill, Rochester.

Gibson, G., 2, Stirling Mansions, Canfield Gardens, Hampstead, N.W.

Gibson, Mrs. M. D., LL.D., D.D., Castlebrae, Cambridge.

GILES, Prof. H. A., M.A., Selwyn Gardens, Cambridge.

GILES, P., M.A., Emmanuel College, Cambridge.

GILLESPIE, C. M., M.A., 15, Regent Park Avenue, Leeds.

GILSON, J. P., M.A., British Museum, W.C.

GILSON, R. C., M.A., King Edward VI.'s School, Birmingham.

GIVEEN, R. L., M.A., Colet Court, West Kensington, W.

GLAZEBROOK, Rev. M. G., D.D., Clifton College, Bristol.

GLOVER, T. R., M.A., 32, Lensfield Road, Cambridge.

Godley, A. D., M.A., 4, Crick Road, Oxford.

GOFFE, Miss E. H., High School, Blackburn.

GOODHART, A. M., M.A., Mus. Bac., Eton College, Windsor.

GOODIER, Mrs. M. A., Edge View, Wilmslow, Cheshire.

GOODBICH, W. J., M.A., Clarence Lodge, Hampton Court.

GOODWIN, Miss N. M., 99, Iffley Road, Oxford.

GORE, Rt. Rev. Charles, D.D., Lord Bishop of Birmingham, Bishop's Croft, Edgbaston, Birmingham.

GOSCHEN, Rt. Hon. Viscount, D.C.L., Seacox Heath, Hawkhurst. Goss, W. N., Hymer's College, Hull.

GOULD, T. W., M.A., 5, Kensington Crescent, W.

Gow, Rev. J., Litt.D., 19, Dean's Yard, Westminster, S.W.

GRANGER, Prof. F. S., M.A., Litt.D., University College, Nottingham.

GRANT, A. J., M.A., The University, Leeds.

GRAVES, Rev. C. E., M.A., St. Martin's, Grange Road, Cambridge.

Gray, Miss F. R., St. Paul's Girls' School, Brook Green, Hammersmith, W.

GRAY, Rev. H. B., D.D., Warden of Bradfield College, Berks.

GRAY, Rev. J. H., M.A., Queens' College, Cambridge.

GREEN, G. Buckland, M.A., 35, St. Bernard's Crescent, Edinburgh.

GREEN, Rev. W. C., M.A., Hepworth Rectory, Diss.

GREENE, Rev. C., M.A., Great Barford, St. Neots.

Greene, C. H., M.A., St. John's, Berkhamsted, Herts.

•Greene, H. W., M.A., Magdalen College, Oxford.

GREENWOOD, L. H. G., M.A., The University, Leeds.

GRENFELL, Mrs. Alice, 62, Holywell, Oxford.

GRENFELL, Bernard P., D.Litt., Litt.D., Queen's College, Oxford.

- GRIDLEY, Miss M. G., Broughton and Crumpsall High School, Higher Broughton, Manchester.
- GRIGG, E. W. M., B.A., 5, Paper Buildings, Temple, E.C.
- GÜNTHER, R. W. T., M.A., Magdalen College, Oxford.
- GUPPY, H., M.A., John Ryland's Library, Deansgate, Manchester.
- Gurney, Miss A., 69, Ennismore Gardens, S.W.
- GURNEY, Miss M., 69, Ennismore Gardens, S.W.
- GURNEY, Miss Sybella, The Weirs Cottage, Brockenhurst, Hants.
- GUTCH, C., M.A., Whitstead, Barton Road, Cambridge.
- GUTHELLCH, A., B.A., 14, Spencer Road, Holloway, N.
- Guy, Rev. R. C., M.A., Forest School, Walthamstow.
- GWATKIN, Rev. T., M.A., 3, St. Paul's Road, Cambridge.
- GWILLIAM, Rev. G. H., M.A., B.D., The Rectory, Remenham, Henley-on-Thames,
- HADLEY, W. S., M.A., Pembroke College, Cambridge.
- *Hadow, W. H., M.A., Worcester College, Oxford.
- *Наюн, Р. В., В.А., c/o Messrs. Grindlay, Groom & Co., Bombay, India.
 - HAIGH, Mrs. P. B. (Miss E. A. R. Moxon), Karwar, N. Kanara, Bombay.
 - HALES, G. T., Christ's College, Cambridge.
 - HALES, J. F., M.A., King's College School, Wimbledon Common, S.W.
 - HALES, Prof. J. W., M.A., 1, Oppidans Road, Primrose Hill, N.W.
 - HALL, F. W., M.A., St. John's College, Oxford.
 - Hall, Joseph, M.A., D.Litt., The Hulme Grammar School, Manchester.
- HALLAM, G. H., M.A., The Park, Harrow.
- HALLOWELL, G. N., Ladyshawe House, New Mills, Derbyshire.
- HALSBURY, Rt. Hon. the Earl of, D.C.L., 4, Ennismore Gardens, S.W.
 - HAMMANS, H. C., M.A., Mount House, Millway Road, Andover.
 - HAMMOND, F., School House, Market Harborough.
- HAMMOND, H. M. F., B.A., The School, Giggleswick, Yorks.
- HAMMOND, N. W., B.A., Denstone College, Staffs.
- HARDCASTLE, H., The Moor House, Oxted, Surrey.
- HARDIE, Prof. W. R., M.A., 4, Chalmers Crescent, Edinburgh,

HARPER, Miss E. B., S. Andrea, Alassio, Italy.

HARPER, G. P., M.A., 19, Mecklenburg Street, Leicester.

HARRIS, J. Rendel, Litt.D., LL.D., Chetwynd House, Selly Oak, Birmingham.

HARRISON, Miss E., Roedean School, Brighton.

HARRISON, E., M.A., Trinity College, Cambridge.

*HARRISON, Miss J. E., LL.D., D.Litt., Newnham College, Cambridge.

HARSTRÖM, Dr. C. A., Principal of the Harström School, Norwalk, Conn., U.S.A.

HARTLEY, E., M.A., 20, Rossett Road, Blundellsands, Liverpool.

HARVEY, Rev. H. A., M.A., 20, St. Giles's, Oxford.

HASLAM, Rov. A. B., Yarnbury, Grassington, Yorks.

HASLAM, Miss K. S. E., Yarnbury, Grassington, Yorks.

HAVERFIELD, F. J., M.A., LL.D., Christ Church, Oxford.

HAWKINS, C. V., Kenmure School, 80, Priory Road, West Hampstead, London, W.

HAYDON, J. H., M.A., 41, Birch Grove, Acton, W.

HAYES, B. J., M.A., 5, Queen Anne Terrace, Cambridge.

HAYES-BELCHER, A., M.A., The College, Brighton.

HAYES-BELCHER, Rev. T., M.A., Bramley Rectory, Basingstoke.

HAYNES, E. S. P., 18, Craven Hill, London, W.

HEADLAM, Rev. A. C., D.D., Principal of King's College, W.C.

HEADLAM, G. W., B.A., Eton College, Windsor.

HEADLAM, J. W., M.A., Board of Education, South Kensington, S.W.

HEADLAM, W. G., Litt.D., King's College, Cambridge.

HEATH, C. H., M.A., 38, Portland Road, Edgbaston.

HEATH, H. F., M.A., Board of Education, Whitehall, S.W.

HEATHCOTE, W. E., M.A., Trinity College, Cambridge.

HELBERT, Lionel, M.A., West Downs, Winchester.

Helm, Dr. N. W., The Phillips Exeter Academy, Exeter, New Hampshire, U.S.A.

HENDERSON, B. W., M.A., Exeter College, Oxford.

HENDERSON, Rev. P. A. Wright, D.D., Warden of Wadham College, Oxford.

HENDY, F. J. R., M.A., School House, Bromsgrove.

HENN, Rev. Canon H., M.A., The Vicarage, Bolton.

HENN, Mrs. Henry, The Vicarage, Bolton.

HENRY, Brother Edmund, Catholic College Institute, Manchester.

HENSON, Rev. J., M.A., Addington House, Reading.

- HEPPEL, Miss E. A., B.A., Kensington Park High School for Girls, Colville Square, London, W.
- HEPPEL, Miss Mary L., B.A., High School for Girls, Bromley, Kent.
- HERFORD, Miss Caroline, M.A., Ladybarn House School, Withington, Manchester.
- HESLOP, W., M.A., 47, Harold Road, Margate.
- HETHERINGTON, J. N., 16, Lansdowne Crescent, Kensington Park, W.
- HEWARD, G. A. I., B.A., The Grammar School, Midhurst, Sussex.
- HEWART, G., M.A., Bank of England Chambers, Tib Lane, Manchester.
- HEWETSON, J., M.A., King's Service House, Elm Grove, Southsea.
- HEYGATE, A. C. G., M.A., Eton College, Windsor.
- HICKEY, Rev. J., Holy Family Church, Green Lane, Leeds. HICKS, Miss A. M., M.A., 17, Ornan Mansions, Hampstead, N.W.
- HICKS, Rev. Canon E. L., M.A., 6, Encombe Place, Salford, Lancs,
- HICKS, R. D., M.A., Fossedene, Mount Pleasant, Cambridge.
- HIGGINS, Rev. P., M.A., St. Bede's College, Manchester.
- HILDESHEIMER, A., 2, Harcourt Buildings, Temple, E.C.
- HILL, G. F., M.A., British Museum, London, W.C.
- HILLARD, Rev. A. E., M.A., St. Paul's School, West Kensington.
- Hirst, Miss G. M., Barnard College, Columbia University, New York, U.S.A.
- Hовноuse, Rev. Canon W., M.A., 20, Carpenter Road, Edghaston, Birmingham.
- HOBSON, Rev. T. F., M.A., The King's School, Rochester.
- Hodd, Miss M., 14, Chelsea Embankment, S.W.
- Hodge, Miss D. M. V., Queen Anne's School, Caversham, Oxon. Hodgein, T., D.C.L., Barmoor Castle, Beal, Northumberland.
- Hodgson, S. H., M.A., LL.D., 45, Conduit Street, Regent Street, W.
- Hogarth, D. G., M.A., Chapel Meadow, Forest Row, Sussex.
- Hogg, Prof. H. W., M.A., 30, Brook Road, Fallowfield, Manchester.
- Holding, Miss G. E., B.A., North London Collegiate School.
- HOLME, A. E., M.A., Wheelwright Grammar School, Dewsbury. Holmes, T. Rice, Litt.D., 11, Douro Place, Kenaington, W.
- Holt, Miss M., M.A., Training College, Ditchling Road, Brighton.

HONNYWILL, M. J., M.A., Hurstleigh, Tunbridge Wells.

HOOPER, Miss E. S., M.A., Heatherley, Chislehurst Road, Sidcup.

HOPKINS, G. B. Innes, M.A., Orley Farm School, Harrow.

HOPKINS, T. H. C., M.A., The School, Berkhamsted, Herts.

HOPKINSON, Alfred, M.A., LL.D., K.C., Vice-Chancellor of the Victoria University of Manchester.

HOPKINSON, J. H., M.A., Hulme Hall, Manchester.

HORNEY, Rev. J. J., D.D., D.C.L., The Lodge, Eton College, Windsor.

HORSFALL, A., 53, Park View, Queen's Park, Manchester.

HORT, Sir A. F., Bt., M.A., The School, Harrow.

HORTON-SMITH, L., M.A., F.S.A. (Scot.), 53, Queen's Gardens, Lancaster Gate, Hyde Park, W.

Hosz, H. F., B.A., Dulwich College, S.E.

HOUGHTON, A. V., M.A., County Hall, Wakefield.

HOUGHTON, Rev. E. J. W., M.A., St. Edmund's School, Canterbury.

House, H. H., M.A., The College, Great Malvern.

Houston, Miss E. C., High School for Girls, Nottingham.

How, Rev. J. H., M.A., Hatfield Hall, Durham.

How, W. W., M.A., 10, King Street, Oxford.

HOWARD, Rev. A. W., M.A., B.D., Pickhill Vicarage, Thirsk.

Howell, Miss L., Grove House, Richmond Crescent, Cardiff.

HUDSON, Rev. T. W., M.A., Great Shefford, Lambourn.

HUGEL, Baron F. von, 13, Vicarage Gate, Kensington, W.

HUGHES, C., 35, Belfield Road, Didsbury, Manchester.

HUGHES, Rev. W. H., M.A., Jesus College, Oxford.

HUMPHREYS, Rev. H. R., M.A., Haileybury College, Hertford.

HUNT, A. S., M.A., D.Litt., Queen's College, Oxford.

HUSSEY, Rev. A. L., M.A., Fern Bank, Buxted, Sussex.

HUTCHINSON, Miss W. M. L., Melrose, Grange Road, Cambridge.

HUTTON, Miss C. A., 49, Drayton Gardens, South Kensington, S.W.

*HUTTON, Miss E. P. S., M.A., 62, Clovelly Mansions, Gray's Inn Koad, W.C.

HYDE-JOHNSON, H. J., Clayesmore School, Pangbourne.

HYSLOP, Rev. A. R. F., M.A., Warden of Trinity College, Glenalmond, Perth, N.B.

IMAGE, J. M., M.A., Trinity College, Cambridge. IMPEY, E., M.A., Eton College, Windsor.

JACKSON, Prof. H., Litt.D., Trinity College, Cambridge.

JAMES, Rev. H. A., D.D., School House, Rugby.

JAMES, L., M.A., Radley College, Abingdon.

*James, Rev. S. R., M.A., The College, Malvern.

JASONIDY, O. J., Limassol, Cyprus.

JEBB, Miss C. M. L., 1, St. John's Villas, Palmerston Road, Buckhurst Hill.

JELF, C. R., M.A., The Grange, Folkestone.

*Jenkinson, F. J. H., M.A., D.Litt., 10, Brookside, Cambridge.

JERRAM, C. S., M.A., 134, Walton Street, Oxford.

*Jevons, Principal F. B., M.A., Litt.D., Bishop Hatfield's Hall, Durham.

JEX-BLAKE, Miss K., Girton College, Cambridge.

JEX-BLAKE, The Very Rev. T. W., D.D., Dean of Wells, The Deanery, Wells, Somerset.

Johns, Miss E. L., M.A., Queenwood, Eastbourne.

*Johnson, C., M.A., Oaklands, Clarence Road, St. Albans.

Johnson, Rev. G. H., Rowan, Rowlands Road, Worthing.

JOHNSON, G. W., M.A., Lensfield, 223, Brixton Hill, S.W.

Johnson, Miss L. A., Woodleigh, Altrincham, Cheshire.

JONES, C. C. Lloyd, Elizabeth College, Guernsey.

JONES, H. L., M.A., Willaston School, Nantwich.

JONES, W. H. S., M.A., Perse School, Cambridge.

JOSEPH, H. W. B., M.A., New College, Oxford.

KEELING, Rev. W. H., M.A., Grammar School, Bradford, Yorks.

KEELING, Rev. W. T., M.A., The School, Warwick.

KEEN, Miss E. A., 95, Kingsdown Parade, Bristol.

KELAART, W. H., Claremont Lane, Esher.

Kelly, Rev. Canon, Cathedral Library, Manchester.

KELSEY, C. E., M.A., Hulme Grammar School, Manchester.

KENDALL, G., M.A., Charterhouse, Godalming.

KENNEDY, Hon. Mr. Justice, M.A., LL.D., 23, Phillimore Gardens, Kensington, W.

KENNEDY, Miss J. E., Shenstone, Cambridge.

KENNEDY, Miss M. G., Shenstone, Cambridge.

KENNEDY, W., B.A., Haileybury College, Herts.

KENSINGTON, Miss F., 145, Gloucester Terrace, Hyde Park, W.

KENYON, F. G., M.A., D.Litt., West Hill Cottage, Harrow.

KER, W. C. A., M.A., 5, Vicarage Gardens, Kensington, W.

KIDD, B., The Warders, Tonbridge, Kent.

KIDD, E. S., M.A., 71, Castle Street, Bolton.

KINDERSLEY, R. S., M.A., Eton College, Windsor.

King, H. R., M.A., Abbeylands, Sherborne.

King, J., M.A., Grammar School, Hitchin.

KING, J. E., M.A., Grammar School, Bedford.

Kirby, W. R., West Downs, Winchester.

KIRRPATRICK, Rev. A. F., D.D., Master of Selwyn College, Cambridge.

KIETLAND, *Prof.* J. C., The Phillips Exeter Academy, Exeter, New Hampshire, U.S.A.

KNOTT, O., 7, Chapel Walks, Manchester.

KNOX, Rt. Rev. E., D.D., Bishop of Manchester, Bishop's Court, Manchester.

KYNASTON, Rev. Prof. H., D.D., The University, Durham.

LAMB, Prof. Horace, Victoria University, Manchester.

LAMB, J. G., M.A., 14, Bisham Gardens, Highgate, N.

LANG, Miss H. M., Wycombe Abbey School, Bucks.

Langeidge, A., M.A., 54, Victoria Street, S.W.

LATTER, H., M.A., North Devon Lodge, Cheltenham.

LATTIMER, R. B., M.A., Editor of School, 50A, Albemarle Street, W.

Lawson, J. C., M.A., Pembroke College, Cambridge.

LAYMAN, Miss A. M., High School for Girls, Croydon.

LAYNG, Rev. T., M.A., Grammar School, Abingdon, Berks.

LEA, Rev. E. T., M.A., Willscote, Cranleigh, Guildford.

LEA, S. E., M.A., Forest Hill House, Honor Oak Road, Forest Hill, S.E.

Leach, Miss Abby, Vassar College, Poughkeepsie, N.Y., U.S.A.

LEACH, Miss A. K., Burton-in-Lonsdale, Kirkby Lonsdale.

LEADER, Miss E., Elmshurst, East Finchley, N.

*LRAF, Walter, Litt.D., 6, Sussex Place, London, N.W.

LEATHES, S. M., M.A., 4, Clement's Inn, W.C.

LEDGARD, W. H., B.A., Wixenford, Wokingham, Berks.

LEE, F. R., 14, Bonchurch Road, London.

LEE, F. R., M.A., Principal, Diocesan Boys' High School, Rangoon, India.

LEE, Rev. J. B., M.A., Queen Elizabeth's School, Barnet.

LEE, Rev. Richard, M.A., Southcote, Elm Grove Road, Ealing Common.

LEE, Sidney, M.A., Litt.D., 108, Lexham Gardens, Kensington, W.

123

LEFROY, Miss Florence, M.A., High School, Durham.

LEGARD, A. G., M.A., 123, Cathedral Road, Cardiff.

LEGG, Rev. Stanley C. E., M.A., King's College, London, W.C.

LEIGHTON, R. L., M.A., Grammar School, Bristol.

LEMAN, H. M., B.A., LL.M., 23, Herbert Road, Sherwood Rise, Nottingham.

LENDRUM, W. T., M.A., Caius College, Cambridge.

LEVERTON, Rev. E. S., M.A., Grammar School, Kirkham.

LEWIS, Mrs. A. S., LL.D., D.D., Castlebrae, Cambridge.

LEWIS, Miss E., 13, Rawlinson Road, Oxford. LEWIS, Rev. F., M.A., Vale View, St. Bees, Cumberland.

LEWIS, G., Willaston School, Nantwich.

LEWIS, L. W. P., M.A., 64, St. Mary's Road, Bradford.

LIBERTY, Miss M., 188, Finborough Road, West Brompton, London, S.W.

LIDDELL, J. W., M.A., The School, Warwick.

LIDDERDALE, E. W., M.A., Bank of England, Leeds.

LIMEBEER, Miss D., M.A., High School, Dover Street, Manchester.

LINDSAY, A. D., Dunwood, Withington, Manchester.

LINDSELL, Miss A., Bearton, Hitchin.

LINNELL, Miss B. M. B., 17, Arkwright Road, Hampstead, N.W.

LINZELL, Miss E. M., High School, Bolton.

LIPSCOMB, W. G., M.A., The Grammar School, Bolton.

LIVINGSTON, R. W., B.A., Corpus Christi College, Oxford.

LOANE, G. G., M.A., Colet House, West Kensington, W.

LOCK, Rev. W., D.D., Warden of Keble College, Oxford.

LOLY, G., B.A., Queenmore School, Bromley, Kent.

LONGWORTH, F. D., M.A., Charterhouse, Godalming.

LORIMER, Miss H. L., Somerville College, Oxford.

LORING, W., M.A., 2, Hare Court, Temple, E.C.

Love, Miss Jessie, 8, Halliwell Street, Cheetham, Manchester.

LOVEDAY, Miss A., Williamscote, Banbury.

Lowey, C., M.A., School House, Sedbergh, Yorks.

LUBBOCK, S. G., M.A., Eton College, Windsor.

Lucas, F. W., Colfe Grammar School, Lewisham, London, S.E.

LUNN, Miss A. C. P., Girls' High School, Norwich.

Luxmoore, H. E., M.A., Eton College, Windsor.

LYALL, Rt. Hon. Sir A., K.C.B., G.C.I.E., D.C.L., LL.D., 18, Queen's Gate, S.W.

Lys, Rev. F. J., M.A., Worcester College, Oxford.

LYTTELTON, Hon. and Rev. Canon E., M.A., Eton College, Windsor.

- *MACAN, R. W., M.A., University College, Oxford.
 - MACDONALD, Miss H., Alder Bank, Bowdon, Cheshire.
 - MACFABLANE-GRIEVE, W. A., M.A., J.P., Impington Park, Cambridge.
- *Mackail, J. W., M.A., LL.D., 6, Pembroke Gardens, Kensington, W.
- MACKENZIE, Rev. H. W., The School, Durham.
- MACMILLAN, G. A., D.Litt., 19, Earl's Terrace, Kensington, W. MACNAGHTEN, H., M.A., Eton College, Windsor.
- MacNaughton, D. A., M.A., 6, Princes' Avenue, Liverpool.
- MAGNUS, Laurie, 8, Craven Hill Gardens, Lancaster Gate, London, MAGRATH, Rev. J. R., D.D., Provost of Queen's College, Oxford.
- MANN, Rev. H. K., St. Cuthbert's Grammar School, Newcastle-
- on-Tyne.
- Mansfield, E. D., M.A., Markham House, Wokingham.
- Maretr, Miss J. M., Withington Girls' School, Fallowfield, Manchester.
- MARSH, E. A. J., B.A., 2A, Hornsey Rise, Crouch End, N. (and Grammar School, Sheffield).
- MARSH, W., M.A., 11, The Crescent, Bedford.
- MARSHALL, Miss A. M. C., Far Cross, Woore, Newcastle, Staffs.
- MARSHALL, Rev. D. H., M.A., The Hall, Crossfield Road, Hampstead.
- MARSHALL, Mrs. D. H., B.A., The Hall, Crossfield Road, Hampstead.
- MARSHALL, F. H., M.A., British Museum, W.C.
- MARSHALL, Prof. J. W., M.A., University College of Wales, Aberystwyth.
- MARSHALL, T., M.A., Highfield, Chapel Allerton, Leeds.
- MARTIN, A. T., M.A., Bath College, Bath.
- Mason, Miss D., 83, Broadway, Bexley Heath, Kent.
- Mason, *Miss* L. G., Brighton and Hove High School, Montpelier Road, Brighton.
- MASON, W. A. P., M.A., Merchant Taylors' School, Crosby, Liverpool.
- MASSINGHAM, A., M.A., 3, West Terrace, Darlington.
- MATHESON, P. E., M.A., 1, Savile Road, Oxford.
- MATHEWS, L. H. S., B.A., St. Paul's School, West Kensington, S.W.
- •MATTHAEI, Miss L. E., 113, Clifton Hill, St. John's Wood, N.W. MATTHEWS, Rev. J. E., Ampleforth, Oswaldkirk, York.

MAY, T., F.S.A., F.E.I. (Scot.), Lonmay House, Lower Walton, Warrington.

125

MAYALL, A., Gordon House, Bromsgrove School, Bromsgrove.

MAYOR, H. B., M.A., Clifton College, Bristol.

MAYOR, Rev. J. B., M.A., Queensgate House, Kingston Hill, Surrey.

MAYOR, Rev. Prof. J. E. B., M.A., LL.D., St. John's College, Cambridge.

*MAYOR, R. J. G., M.A., Board of Education, Whitehall, S.W.

McClure, J. D., LL.D., B.Mus., Mill Hill School, N.W.

McCrra, Miss G. J., King Edward VI. High School for Girls, New Street, Birmingham.

McDougall, Miss E., M.A., Westfield College, Hampstead, N.W.

McKay, H. G., B.A., Little Appley School, Ryde, Isle of Wight.

MEARS, Rev. E. M., M.A., Milton Abbas Grammar School, Blandford, Dorset.

MEASURES, A. E., M.A., King Edward VI. School, Birmingham. MEDD, J. C., M.A., Stratton, Circnester.

MEIKLEJOHN, R. S., M.A., Reform Club, Pall Mall, S.W.

MENZIES, G. K., M.A., 129, Albert Mansions, Albert Bridge Road, S.W.

Menzies, Mrs., 29, Albert Mansions, Albert Bridge Road, S.W.

MEREDITH, H. O., M.A., Victoria University, Manchester.

MERRICK, Rev. G. P., M.A., M.B., 110, Belgrave Road, S.W.

MERRY, Rev. W. W., D.D., Rector of Lincoln College, Oxford.

MIALL, Prof. L. C., D.Sc., F.R.S., 1, Richmond Mount, Headingley, Leeds.

*MICHELL, W. G., M.A., Rugby.

MILES, J. C., M.A., Merton College, Oxford.

MILFORD, Rev. L. S., M.A., Haileybury College, Hertford.

•MILLARD, V. C. H., M.A., 5, Dreisamstrasse, Freiburg-in-Baden, Germany.

•MILLINGTON, Miss Maude V., 47, Peak Hill, Sydenham, S.E.

MILLS, Miss B. T., Milverton, Somerset.

MILMAN, Rev. W. H., M.A., Sion College, Victoria Embankment, E.C.

MILNER, Rt. Hon. Viscount, G.C.B., G.C.M.G., D.C.L., Brooks' Club, St. James's Street, S.W.

MINTURN, Miss E. T., M.A., 14, Chelsea Embankment, S.W.

MITCHELL, M. W., M.A., Haileybury College, Hertford.

MONTAGUE, C. E., M.A., Oak Drive, Fallowfield, Manchester.

MOOR, Miss M. F., 7, St. John's Road, Oxford.

Moore, E. W., M.A., Christ's Hospital, West Horsham.

MOORE, Rev. W., M.A., Appleton Rectory, Abingdon.

Morison, L., M.A., 80, Warwick Square, S.W.

Morley, A. M., M.A., 33, Woodside, Wimbledon, S.W.

MORTON, Miss M., 15, Greville Road, Kilburn Priory, N.W.

Morshrad, E. D. A., M.A., 29, Trinity Square, Southwark, S.E.

Moss, Rev. H. W., M.A., The School, Shrewsbury.

Moulton, Rev. J. H., D.Litt., Didsbury College, Manchester.

Moxon, Miss E. A. R. (See Haigh, Mrs.)

Moxon, Rev. R. S., M.A., King's School, Canterbury.

Moxon, Rev. T. A., M.A., 2, Soho Square, London, W.

MUIRHEAD, Prof. J. H., M.A., LL.D., The University, Birmingham.

MUIR-MACKENZIE, Sir K., Warden of Winchester College, 20, Queen Anne's Gate, S.W.

MURRAY, G. G. A., LL.D., New College, Oxford.

MURRAY, Prof. Howard, Dalhousie University, Halifax, Canada.

MURRAY, John, M.A., 50, Albemarle Street, W.

MUSCHAMP, J. G. S., M.A., 32, Henleaze Gardens, Westbury, Bristol.

MUSSON, Miss C. J., 29, Beech Hill Road, Sheffield.

MYERS, Ernest, M.A., Brackenside, Chislehurst.

*Myres, J. L., M.A., Christ Church, Oxford.

NAIRN, Rev. J. A., Litt.D., Merchant Taylors' School, E.C.

NEILD, Miss H. T., M.A., The Mount School, York.

NELSON, O. T. P., M.A., Arden House, Henley-in-Arden.

NEWBOLT, H. J., M.A., 23, Earl's Terrace, W.

NEWCONB, Miss E., Highfield, Rochester, Kent.

NEWHAN, Miss M. L., 8, Ellingham Road, Shepherd's Bush, W. (and Howell's School, Denbigh).

NEWMAN, W. L., Litt.D., 1, Pittville Lawn, Cheltenham.

NEWTON, C. W., M.A., The Cathedral School, Lahore, India.

NICHOLSON, Miss M., 26, Talgarth Road, West Kensington, W. (and Clifton High School).

NICKLIN, Rev. T., M.A., Rossall, Fleetwood, Lancs.

NICOL, J. C., M.A., Grammar School, Portsmouth.

NIGHTINGALE, A. D., M.A., Sidney House, Oundle, Northants.

NAMES AND ADDRESSES OF MEMBERS 12

Nolle, Rev. Father Lambert, O.S.B., St. Thomas's Abbey School, Erdington, Birmingham.

Norris, Rev. John, The Oratory, Birmingham.

NORTHBOURNE, Rt. Hon. Lord, Betteshanger, Eastry, Kent.

NORTON, D. E., M.A., King's School, Bruton.

Norwood, C., M.A., Morris House, Shaw Lane, Headingley, Leeds.

Norwood, G., B.A., 61, Albert Road, Levenshulme, Manchester.

Nowers, G. P., M.A., 19, Church Square, Rye, Sussex.

NUTT, A., 58, Redeliffe Square, S.W.

Ogilvy, Miss A., 12, Prince Edward Mansions, Pembridge Square, W.

OLDERSHAW, L. R. F., Copt Hill, Burgh Heath, Surrey.

ORANGE, Miss B., Netherfield, St. Margaret's, Polmont, N.B.

OSBORN, T. G., M.A., Rydal Mount School, Colwyn Bay.

OTTLEY, Miss, High School, Worcester.

OWEN, A. S., M.A., 3, Montague Lawn, Cheltenham.

Owen, S. G., M.A., Christ Church, Oxford.

PAGE, T. E., M.A., Charterhouse, Godalming.

PAGET, R., B.A., 50, Old Bailey, E.C.

PALMER, Rev. E. J., M.A., Balliol College, Oxford.

Pantin, W. E. P., M.A., 17, Dewhurst Road, West Kensington, W.

Papillon, Rev. T. L., M.A., Writtle Vicarage, Chelmsford.

PARKER, Miss C. E., Bedford College, York Place, Baker Street, W.

Parkinson, Rt. Rev. Monsignor, D.D., Oscott College, Birmingham.

PARRY, E. H., Stoke House, Stoke Poges, Bucks.

PARRY, Rev. Canon R. St. J., B.D., Trinity College, Cambridge.

Paton, J. L., M.A., Grammar School, Manchester.

Paul, Miss A. S., M.A., 75, Foster Hill Road, Bedford.

PAYNE-SMITH, Rev. W. H., 1, Moultrie Road, Rugby.

Pracock, M. H., M.A., School House, Wakefield.

PEAKE, Prof. A. S., M.A., 16, Wellington Road, Whalley Range, Manchester.

PEARCE, J. W. E., M.A., Merton Court Preparatory School, Footscray, Kent.

- PEARSON, A. C., M.A., Nateby, Warlingham, Surrey.
- Pearson, Miss E. R., M.A., Abbey Park South, St. Andrews.

Peile, J., Litt.D., The Lodge, Christ's College, Cambridge.

PELHAM, Prof. H. F., M.A., LL.D., F.S.A., President of Trinity College, Oxford.

PENDLEBURY, C., M.A. (St. Paul's School), 40, Glazebury Road, West Kensington.

PENROSE, Miss E., Royal Holloway College, Englefield Green, Surrey.

PESKETT, A. G., M.A., Magdalene College, Cambridge.

PETERSON, Principal W., M.A., LL.D., C.M.G., McGill University, Montreal, Canada.

PHELPS, Rev. L. R., M.A., Oriel College, Oxford.

PHILLIMORE, The Hon. Sir W. G., Bt., D.C.L., Cam House, Campden Hill, Kensington, W.

PHILLIPS, J. L., B.A., St. Paul's School, West Kensington.

PHILLIPS, Rev. W. Richmond, South Lodge, Lowestoft.

PICKARD, Miss E. M., Overdale School, Settle, Yorks.

PICKARD-CAMBRIDGE, A. W., M.A., Balliol College, Oxford.

PICKERING, T. E., M.A., The School, Shrewsbury.

Plaistowe, F. G., M.A., Queens' College, Cambridge.

PLATER, Rev. C. D., S.J., St. Mary's Hall, Stonyhurst, Lancs.

PLUNKETT, Count, F.S.A., 26, Upper Fitzwilliam Street, Dublin.

POLLARD, A. T., M.A., 24, Harley Street, W.

Pollock, Sir F., Bart., M.A., D.C.L., 21, Hyde Park Place, W.

POOLER, Rev. C. K., Litt.D., B.D., M.A. (University College), 64, Oakfield Road, Clifton, Bristol.

Pooley, H. F., M.A., Scotter, Well Walk, Hampstead, N.W.

POPE, G. H., M.A., B.C.L., 60, Banbury Road, Oxford.

POPE, Mrs., 60, Banbury Road, Oxford.

POSTGATE, Prof. J. P., Litt.D., 54, Bateman Street, Cambridge. POWELL, J. U., M.A., St. John's College, Oxford.

POWELL, Miss H. L., Ladies' Training College, Cambridge.

Powell, Miss M., Orme Girls' School, Newcastle, Staffs.

POWELL, Miss M. H., 16, Holmewood Gardens, Streatham Hill,

POYNTER, A. M., 56A, Pall Mall, S.W.

POYNTER, Sir E. J., Bt., D.C.L., Litt.D., P.R.A., 88, Knightsbridge, S.W.

PREEDY, J. B. K., 10, Regent Square, W.C.

NAMES AND ADDRESSES OF MEMBERS 129

PRICE, A. C., M.A., The Grammar School, Leeds.

PRICHARD, H. A., M.A., 43, Broad Street, Oxford.

PRICEARD, A. O., M.A., New College, Oxford.

PRIESTLEY, Miss E., B.A., High School, Stamford.

PRUEN, G. G., M.A., The College, Cheltenham.

PURDIE, Miss E., Ph.D., Ladies' College, Cheltenham.

PURDIE, Miss F. M., M.A., High School for Girls, Exeter.

PURSER, Prof. L. C., Litt.D., Trinity College, Dublin.

PUETON, G. A., St. John's School, Leatherhead.

QUELCH, Miss K., Women's Settlement, 318, Summer Lane, Birmingham.

QUENNELL, Rev. Canon W., M.A., Shenfield Rectory, Brentwood.

RACKHAM, Mrs., 4, Grange Terrace, Cambridge.

*Rackham, H., M.A., Christ's College, Cambridge.

RADCLIFFE, J. E. Y., Christ Church, Oxford.

RADCLIFFE, Rev. R. C., M.A., Eton College, Windsor.

*RADCLIPFR, W. W. Fonthill, East Grinstead, Sussex.

RAGG, Rev. W. H. Murray, M.A., The Cathedral School, Hereford

•Raleigh, Miss K., Long Lane Farm, Ickenham, Uxbridge.

•RAMSAY, A. B., M.A., Eton College, Windsor.

RAMSAY, Prof. G. G., Litt.D., The University, Glasgow.

RAPSON, Prof. E. J., British Museum, London.

RAWLINS, F. H., M.A., Eton College, Windsor.

RAWNSLEY, W. F., M.A., J.P., Loughrigg Holme, Ambleside.

REDMAYNE, J. F. S., M.A., Goldsmiths' Technical Institute, New Cross, S.E.

Reid, Prof. J. S., Litt.D., West Road, Cambridge.

REITH, A. W., M.A., Heath Grammar School, Halifax.

RENDALL, Rev. G. H., M.A., Litt.D., Charterhouse, Godalming.

RENDALL, M. J., M.A., The College, Winchester.

RENDALL, V., M.A., 15, Wellesley Mansions, West Kensington, W.

RENNIE, W., M.A., Trinity College, Cambridge.

RHODES, Miss C. M., M.A., 51, Oakhurst Grove, East Dulwich, S.W.

RHYS, Miss M., The Lodgings, Jesus College, Oxford.

RICHARDS, F., M.A., Kingswood School, Bath.

RICHARDS, Miss F. G., B.A., The Elms, Mason's Hill, Bromley, Kent.

RICHARDS, Rov. G. C., M.A., Oriel College, Oxford.

RICHARDS, H., M.A., Wadham College, Oxford.

RICHARDS, Rev. J. F., M.A., Bishopstone Manor, Lewes.

RICHARDS, Miss S. E. S., M.A., University Hostel, Eslington Terrace, Newcastle-on-Tyne.

RICHARDSON, Miss A. W., B.A., Westfield College, Hampstead, N.W.

RICHMOND, B. L., M.A., 2, Tanfield Court, Temple, E.C.

RICHMOND, O. L., B.A., 64, Cornwall Gardens, S.W.

RICHMOND, Sir W. B., K.C.B., R.A., Beaver Lodge, Hammersmith, W.

*Ridding, Miss C. M., St. James's House, Holland Park, W.

RIDER, Miss B. C., University College, London.

RILEY, Miss M. E., 31, Sheppard Street, Stoke-on-Trent.

RITCHIE, F., 2, Bradbourne Villas, Sevenoaks.

ROBERT, Prof. Dr. C., Karlsstrasse, 9, Halle-an-der-Saale.

ROBERTS, Rev. E. S., M.A., The Lodge, Gonville and Caius College, Cambridge.

ROBERTS, Principal T. F., M.A., LL.D., University College, Aberystwyth.

ROBERTS, Prof. W. Rhys, M.A., Litt.D., The University, Leeds. ROBERTSON, Miss Hilda, 57, Harrington Gardens, S.W. (and University, Leeds).

ROBERTSON, Rev. W. L., M.A., 11, St. Andrew's Crescent, Cardiff.

ROBINSON, F. P. Gordon, M.A., Ashfield, Rothsay Place, Bedford. ROBINSON, Very Rev. J. Armitage, D.D., Deanery, Westminster, S.W.

ROBY, A. G., High Bank, Didsbury, Manchester.

ROBY, Mrs. A. K., High Bank, Didsbury, Manchester.

ROGERS, Miss A. M. A., 39, Museum Road, Oxford.

ROGERS, Miss M. D., 72, Fairhazel Gardens, South Hampstead, N.W.

ROMANIS, Rev. W. F. J., M.A., Charterhouse, Godalming. ROOKE, Miss, 7, Queen Anne's Gardens, Bedford Park, W.

ROSCOE, H. W. K., Ilsley Cottage, Streatley, Reading.

ROSSITER, Miss G. M., B.A., Uppingham, Rutland.

•Rouse, W. H. D., M.A., Litt.D., Perse School, Cambridge.

Rubie, Rev. A. E., M.A., Eltham College, Kent.

RUDD, Rev. E. J. S., M.A., Souldern Rectory, Banbury.

RUDD, G. E., M.A., Stoneygate School, Leicester.

NAMES AND ADDRESSES OF MEMBERS 13

RUNDALL, G. W., M.A., Teachers' Registrar, 49 and 50, Parliament Street, S.W.

RUSHBROOKE, W. G., M.A., St. Olave's Grammar School, Tower Bridge, S.E.

Russell, B. W. N., B.A., Newlyn, Stoneygate, Leicester.

RUSSELL, J., 328, Mansfield Road, Carrington, Notts.

RUTHERFORD, Rev. W. G., M.A., LL.D., Little Hallands, Bishopstone, Lewes.

*Salle, Prof. M. E., M.A., Victoria University, Manchester. Salle, Prof. G. S., University Buildings, Dunedin, New Zealand. Salford, The Most Rev. the Bishop of, St. Bede's College, Manchester.

SALTER, Rev. H. E., Shirburn Vicarage, Watlington, Oxfordshire. SANDERS, Miss A. F. E., 121, Jerningham Road, New Cross, S.E. SANDERSON, F. W., M.A., The School, Oundle.

SANDYS, J. E., Litt.D., Merton House, Cambridge.

SANT, Miss C. M.

SARGEAUNT, J., M.A., Westminster School, S.W.

Sarson, Arnold, M.A., The High School, Blackpool.

Sarson, Miss M., 77, Blackheath Hill, London, S.E.

SAUNDERS, J. V., College House, Hymer's College, Hull.

SAUNDERS, Miss M. B., M.A., Ladies' College, Cheltenham.

SAUNDERS, T. Bailey, Fern Lodge, Milnthorpe Road, Eastbourne.

Schomberg, Miss I., 16, Woodstock Road, Oxford.

SCHULZE, D. G., B.A., 39, Perham Road, West Kensington.

Scott, G. R., M.A., 2, Clarendon Villas, Parktown, Oxford.

Scorr, John, M.A., M.D., 24, Upper Brook Street, Manchester.

Scott, Miss A. T., B.A., Girls' Grammar School, Bingley, Yorks. Seaton, R. C., M.A., 11, Addison Road, W.

SELWYN, Rev. E. C., D.D., The School, Uppingham.

SEYMOUR, Prof. T. D., Yale College, Newhaven, Conn., U.S.A.

SHADWELL, C. L., D.C.L., Oriel College, Oxford.

SHARP, Rev. D. S., Didsbury College, Manchester.

*SHARPLEY, Miss E. M., Newnham College, Cambridge.

SHARPLEY, H., M.A., Harley Court, The Close, Hereford.

SHARWOOD-SMITH, E., M.A., School House, Newbury.

SHAWYER, J. A., B.A., Clifton College, Bristol.

SHEARER, W. A., M.A., Latymer's School, Edmonton.

*Shields, C., M.A., Corpus Christi College, Oxford.

SHUCKBURGH, E. S., Litt.D., Grantchester, Cambridge.

SIDEBOTHAM, H., B.A., Guardian Office, 3, Cross Street, Manchester.

SIDGWICK, A., M.A., 64, Woodstock Road, Oxford.

Sikes, E. E., M.A., St. John's College, Cambridge.

*SILCOX, Miss L., High School for Girls, West Dulwich, S.E.

SIMMONS, Miss N. J., 15, Marcsfield Gardens, Hampstead, N.W.

Simon, Mrs. H., Lawnhurst, Didsbury, Manchester.

SIMPSON, P., M.A., St. Olave's Grammar School, Tower Bridge, S.E.

SINCLAIR, Prof. Sir W., Victoria University, Manchester.

Sing, J. M., M.A., St. Edward's School, Oxford.

*SKEAT, Rev. Prof. W. W., Litt.D. LL.D., D.C.L., 2, Salisbury Villas, Cambridge.

SKEEL, Miss C. A. J., D.Litt., Westfield College, Hampstead, N.W.

Skirving, E. Scot, M.A., The College, Cheltenham.

SLATER, Prof. D. A., M.A., University College, Cardiff.

SLATER, E. V., B.A., Eton College, Windsor.

SLATER, Miss W. M., M.A., 11, St. John's Wood Park, N.W.

SLEEMAN, J. H., B.A., Sidney Sussex College, Cambridge.

SLOANE, Miss E. J., M.A., 13, Welford Road, Leicester. SMEDLEY, I. F., M.A., 9, The Avenue, Bedford Park, W.

SMITH, A. J., Grammar School, Darlington.

SMITH, Prof. G. O., M.A., Trinity College, Toronto, Canada.

SMITH, Rev. Canon I. Gregory, M.A., LL.D., The Howdah, Horsell, Woking.

SMITH, Rov. J. Hunter, M.A., Avonmore, Moseley Road, Birmingham.

SMITH, Miss M. L. S., Girls' Grammar School, Leeds.

•Sмітн, N. C., M.A., The College, Winchester.

SMYTH, C., M.A., The Grammar School, Bradford.

Snow, T. C., M.A., St. John's College, Oxford.

SONNENSCHEIN, Prof. E. A., D. Litt., The University, Birmingham.

SPENCER, C. E. G., M.A., 47, Carlton Street, Moss Side, Manchester.

Spencer, Dr. H. J., University College School, Gower Street, W.C.

*Spilsbury, A. J., M.A., City of London School, Victoria Embankment, E.C.

SPOONER, Rev. W. A., D.D., Warden of New College, Oxford.

SQUIRE, S. G., M.A., St. Peter's School, York.

STANFORD, Sir C. V., M.A., Mus.D., D.C.L., LL.D., 50, Holland Street, Kensington, W.

STANTON, C. H., M.A., Field Place, Stroud, Gloucestershire. STANTON, Rev. Prof. V. H., D.D., Trinity College, Cambridge.

*STAWELL, Miss F. M., 41, Westbourne Park Villas, W.

STEELE, J. P., M.A., M.D., 2, Via Pico della Mirandola, Florence, Italy.

STEELE, Miss A. F., M.A., The High School, Portsmouth.

STEEN, W. P., M.A., 9, Queen Anne Terrace, Cambridge.

STEPHENSON, Rev. F., M.A., The School House, Felsted, Essex.

STEVENSON, Miss E., Collegiate School for Girls, Port Elizabeth, Cape Colony.

STEVENSON, W. E., M.A., The Pleasaunce, Brabourne Lees, Ashford, Kent.

STEWART, Prof. J. A., M.A., LL.D., Christ Church, Oxford.

STOBART, J. C., M.A., Merchant Taylors' School, Charterhouse Square, E.C.

STOKER, Miss H., 9, Lessar Avenue, Clapham Common, S.W.

STOKOR, H. R., M.A., Park House, Tonbridge, Kent.

STONE, Rev. E. D., M.A., Helensbourne, Abingdon.

*Stone, E. W., M.A., Eton College, Windsor.

STONEMAN, Miss A. M., M.A., Notting Hill High School, Norland Square, W.

STOWELL, E. A. Crewe, B.A., The Grammar School, Kirkby Lonsdale.

STRACHAN, Prof. J., M.A., LL.D., Victoria University, Manchester.

*Strachan-Davidson, J. L., M.A., Balliol College, Oxford.

STRANGEWAYS, L. R., B.A., Old School House, Felsted, Essex.

STRONG, The Very Rev. T. B., D.D., Dean of Christ Church, Oxford.

STRONG, Mrs. E., LL.D., Chatsworth, Chesterfield.

STRONG, Prof. H. A., M.A., LL.D., The University, Liverpool.

STUART, Miss J. J., 133, Queen's Gate, W.

STUTTAFORD, C., 34, Frognal, Hampstead, N.W.

STYLE, J., M.A., Grammar School, Cheltenham.

SUMMERS, Prof. W. C., M.A., 15, Endcliffe Rise Road, Sheffield.

SUTTON, E., B.A., Bank of England Chambers, Tib Lane, Manchester.

SWALLOW, Rev. R. D., M.A., Chigwell School, Essex.

SYKES, A. A., 16, Edith Road, W. Kensington, W.

*SYKES, J. C. G., M.A., Board of Education, South Kensington, S.W.

Syson, Miss M. F., Dunmarhlyn, Weston-super-Mare.

TABOR, A. S., M.A., Cheam School, Surrey.

TANCOCK, Rev. C. C., D.D., Tonbridge School, Tonbridge.

TANNER, Miss G., M.A., Sale High School, Merslands Road, Sale, Cheshire.

TANNER, Miss L. K., 4, Brackley Road, Beckenham, Kent.

TANNER, R., M.A., Westminster School, Dean's Yard, S.W.

TAPLEN, Miss M., Monsall House, Newton Heath, Manchester.

TATHAM, H. F. W., M.A., Eton College, Windsor.

TATHAM, M. T., M.A., Northcourt, Abingdon.

TAYLER, Rev. C. B., B.A., Beeford, Driffield, Yorks.

TAYLOR, Rev. A. F., M.A., 1, Claremont Grove, Didsbury, Manchester.

TAYLOR, G. M., B.A., Rossall School, Fleetwood, Lancs.

TAYLOR, J. H., M.A., Little Trinity, Cambridge.

TAYLOR, Miss M., B.A., The Woodlands, Baring Road, S.E.

TAYLOR, Miss M. B., Astell House, Cheltenham.

TAYLOR, Miss M. E. J., Royal Holloway College, Englefield Green, Surrey.

TEALE, T. Pridgin, F.R.S., North Grange, Headingley, Leeds.

TERRY, F. J., 9, Allison Grove, Dulwich, S.E.

THOMAS, A. H., M.A., Crescent House School, 21, St. Michael's Place, Brighton.

THOMAS, F. W., M.A., India Office, Whitehall, S.W.

THOMAS, N. H., Eroyl, Llanbadarn Road, Aberystwyth.

THOMPSON, Sir E. Maunde, K.C.B., D.C.L., British Museum, W.C.

Thompson, E. Seymer, M.A., College House, Grange Road, Cambridge.

THOMPSON, F. E., M.A., 16, Primrose Hill Road, N.W.

THOMPSON, Alderman J., J.P., LL.D., Riversdale, Wilmslow, Cheshire.

THOMPSON, John, M.A., 14, Brighton Road, Dublin.

THOMSON, H. R., M.A., School House, The College, Eastbourne.

THORNTON, C., M.A., The College, Cheltenham.

THRING, L. T., M.A., The Wick, Hove.

NAMES AND ADDRESSES OF MEMBERS 135

TILLEY, A. A., M.A., 2, Selwyn Gardens, Cambridge.

TITHERINGTON, Rev. A. F., M.A., Brighton College, Brighton.

Tombs, J. S. O., M.A., Grammar School, Haverfordwest.

TOTTENHAM, Miss E. L., Wallasey High School, Cheshire.

Towers, R. M., M.A., The College, Cheltenham.

TRAYES, F. E. A., 10, Luxemburg Gardens, Brook Green, W.

TRENCH, W. L., B.A., West Downs, Winchester.

TRENERRY, Miss E. L., M.A., 3, North Road, Clapham Park, S.W.

TROLLOPE, A. H., M.A., Tyttenhanger Lodge, St. Albans. TURNER, Prof. H. H., M.A., D.Sc., University Observatory, Oxford.

TURNER, J. A., B.A., Haileybury College, Hertford.

TYLER, C. H., B.A., Rossall, Fleetwood, Lancs.

UPCOTT, Rov. A. W., M.A., Christ's Hospital, West Horsham.

UPCOTT, E. A., M.A., Wellington College, Berks.

URE, P. N., B.A., University College, Cardiff.

VAISEY, H. B., M.A., 1, New Square, Lincoln's Inn, W.C.

VALENTINE, J., M.A., School House, Keswick.

VARLEY, R. S., B.A., 11, Stanley Gardens, Kensington Park, W.

*Vaughan, E. L., M.A., Eton College, Windsor.

VAUGHAN, M., M.A., Haileybury College, Hertford.

VAUGHAN, W. W., M.A., Giggleswick School, near Settle.

Vernon Jones, V. S., M.A., Magdalene College, Cambridge.

VERRALL, A. W., Litt.D., 5, Selwyn Gardens, Cambridge.

VERRALL, Mrs. M. de G., 5, Selwyn Gardens, Cambridge.

VINCE, C. A., M.A., 39, Edmund Street, Birmingham.

*VINCE, J. H., M.A., Bradfield College, Berks.

VINCERT, H. Alexander, M.A., Islington Row, Edgbaston, Birmingham.

VINCENT, William, 20-21, Laurence Pountney Lane, Cannon Street, E.C.

VIVIAN, Miss M. A., B.A., The Intermediate School, Newport, Monmouthshire.

Voules, M. F., M.A., Middleton School, Bognor.

WALDSTEIN, Prof. C., Litt.D., King's College, Cambridge.

WALKER, Rev. D., M.A., B.D., 43, North Bailey, Durham.

WALKER, Rev. E. M., M.A., Queen's College, Oxford.

WALTER, Rev. J. Conway, B.A., Langton Rectory, Horncastle.

WALTERS, Prof. W. C. Flamstead, M.A., King's College, W.C.

WALTERS, H. B., M.A., British Museum, W.C.

WARBURTON, F., Falcon Villas, Halliwell Lane, Cheetham Hill, Manchester.

WARD, C. H., M.A., Technical College, Huddersfield.

WARD, Rev. Canon, St. Edmund's College, Old Hall, Ware.

WARD, W. W., B.A., Bosloe, near Falmouth.

WARDALE, J. R., M.A., Clare College, Cambridge.

WARMAN, A. S., M.A., The Grammar School, Manchester.

WARNER, G. F., M.A., D.Litt., British Museum, W.C.

WARNER, Rov. W., M.A., Christ Church, Oxford.

WARRE, Rov. E., D.D., Manor House, Finchampstead, Wokingham.

WARREN, T. H., M.A., President of Magdalen College, Oxford.

WATERFIELD, Rev. R., M.A., Cheltenham College (Head Master).

WATERLOW, Sydney, M.A., 17, Wilmslow Road, Manchester.

WATERS, G. T., M.A., Haileybury College, Hertford.

WATERS, Miss E. A., Hever Lodge, Maidstone.

WATKINS, Miss L. B., Crich Common, Matlock Bath, Derbyshire.

WATKINS, Rev. P. M., The Dene, Caterham.

WATSON, A. R., M.A., 66, Abingdon Road, Kensington, W.

WATSON, Mrs. Fairlie, Pusa P.O., Durbhungah, India.

WATSON, Rev. H. A., M.A., Grammar School, Lancaster.

Watson, Miss J., 7, Upper Cheyne Row, S.W.

Watts, A., M.A., 7a, Abercromby Square, Liverpool.

WAUGH, J., M.A., Intermediate School, Cardiff.

WAY, Rev. J. P., D.D., Rossall, Fleetwood, Lancs.

•Webb, C. C. J., M.A., Magdalen College, Oxford.

WEBSTER, E. W., B.A., Wadham College, Oxford.

WEDD, N., M.A., King's College, Cambridge.

WEDDERSPOON, W. G., M.A., Education Office, Rangoon, India.

Welldon, Rt. Rev. J. E. C., D.D., The Cloisters, Westminster, s.w.

WELLS, C. M., B.A., Eton College, Windsor.

*Wells, G. H., M.A., Merchant Taylors' School, London, E.C.

Wells, J., M.A., Wadham College, Oxford.

Welsh, Miss Elizabeth, Le Belvédère, Veytaux, Switzerland.

WENLEY, Prof. R. M., M.A., University of Michigan, U.S.A. (summer address, Tighnabruich, by Greenock, N.B.).

WENT, Rev. J., The Wyggeston School, Leicester.

WESTAWAY, F. W., B.A., 1, Pemberley Crescent, Bedford.

NAMES AND ADDRESSES OF MEMBERS 187

Whibley, C., B.A., Wavendon Manor, Woburn Sands, R.S.O. Beds.

Whibley, L., M.A., Pembroke College, Cambridge.

WHITE, A. H., M.A., 24, Baskerville Road, Wandsworth Common, S.W.

WHITE, Miss E. L., M.A., 73, St. Andrew's Road, Southsea.

WHITE, Miss R. E., Newnham College, Cambridge.

WHITE, W., M.A., The Grammar School, Boston, Lines.

WHITEHEAD, Miss T. G., 11, Hatherley Road, Winchester.

WHITELAW, R., M.A., Hillmorton Road, Rugby.

WHITE-THOMSON, R. W., M.A., Eton College, Windsor.

WHITTLE, J. L., M.A., 2, Brick Court, Temple, E.C.

WHITWORTH, A. W., B.A., Eton College, Windsor.

WHYTE, Miss J., 4, Worcester Avenue, Clifton, Bristol.

WICKHAM, Very Rev. E. C., D.D., Deanery, Lincoln.

WICKSEY, J. T. W., Mus.B., Castletown Grammar School, Isle of Man.

WIGGLESWORTH, Miss E., Sparth Mount, Heaton Norris, Stockport.

WILLIAMS, A. Moray, B.A., Bedales School, Petersfield, Hants.

WILLIAMS, Basil, Savile Club, 107, Piccadilly, W.

WILLIAMS, C. A., M.A., 196, Coppice Street, Oldham.

WILLIAMS, Prof. T. Hudson, M.A., Plas Tirion, Bangor, N. Wales.

WILLIAMS, Rev. F. F. S., M.A., 11, Hillmorton Road, Rugby.

WILLIAMS, Rev. G. H., M.A., Grammar School, Carlisle.

WILLIAMS, Rev. H. H., M.A., Hertford College, Oxford.

WILLIAMS, L. S., The Ryleys, Alderley Edge, Cheshire.

WILLIAMS, W. G., M.A., Friars' School, Bangor.

WILLIAMS, W. N., M.A., LL.B., Selwyn College, Cambridge.

WILLIAMSON, H., M.A., 46, Park Road, Pendleton, Manchester.

WILLIAMSON, Rev. W., B.A., West Kent Grammar School, Brockley, S.E.

WILLIS, J. A., M.A., 6, Marloes Road, Kensington, W.

WILSON, The Rev. Canon F. M., The College, Worcester.

WILSON, Rev. H. A., M.A., Magdalen College, Oxford.

WILSON, Rev. J. Bowstead, Knightwick Rectory, Worcester.

WILSON, Prof. J. Cook, M.A., 12, Fyfield Road, Oxford.

WILSON, R., M.A., Grammar School, Leeds.

WILSON, T. I. Wood, B.A., St. Paul's School, West Kensington, W.

WINBOLT, S. E., M.A., Christ's Hospital, West Horsham.

WINDSOR, F. D., M.A., The School House, Felsted, Essex.

WINTON, A. J. DE, M.A., Gore Court, Sittingbourne.

WISHART, Miss G., B.A., 1, Sandford Road, Bromley, Kent.

WISHART, Miss J. R., M.A., Dovedale, St. Luke's, Cheltenham.

WITTON, W. F., M.A., St. Olave's School, London, S.E.

Wood, Mrs. A. K., Moorside, Glossop.

Wood, Rev. J., D.D., Harrow School, Harrow-on-the-Hill.

Wood, Miss M. H., 17, Oval Road, Regent's Park, N.W.

Wood, Mrs. A. K., Moorside, Glossop.

Wood, Rev. R. Gifford, Grammar School, Kirkby-Ravensworth, Richmond, Yorks.

WOOD-THORESBY, T., Ballbrook Avenue, Didsbury, Manchester. WOOD-THORESBY Mrs., Ballbrook Avenue, Didsbury, Manchester.

Woodward, Prof. W. H., M.A., The University, Liverpool.

WOOLBYCH, H. R., M.A., Route d'Ouchy, 24, Lausanne. WORDSWORTH, Miss E., Principal, Lady Margaret Hall, Oxford.

Worley, Miss M. L., M.A., High School for Girls, Oxford.

WORRALL, A. H., M.A., The Lodge, Louth, Lincolnshire.

WORRALL, Mrs. Janet, Crimsworth, Whalley Range, Manchester.

WORTERS, Miss E. B., 6, St. Andrew's Road, Surbiton, Surrey.

WRIGHT, Rev. H. C., M.A., Haileybury College, Hertford.

WRIGHT, Prof. J., D.C.L., LL.D., Thackley, 119, Banbury Road, Oxford.

WRIGHT, W. Aldis, M.A., I.L.D., D.C.L., Trinity College, Cambridge.

WROTH, W., British Museum, W.C.

WYNNE-EDWARDS, Rov. J. R., M.A., Grammar School, Leeds. WYSE, W., M.A., Halford, Shipston-on-Stour.

Young, F. S., M.A., The College, Bishop's Stortford, Herts. Yulk, Miss A. F., F.S.A.S., Tarradale, Ross-shire.

ZIMMERN, A. E., B.A., New College, Oxford.

TOPOGRAPHICAL LIST OF MEMBERS

(This is an index intended for reference only. For full titles the alphabetical list should be consulted. Names marked * denote the Local Correspondent for the place or district.)

ENGLAND

BEDFORDSHIRE-Bedford . .

. Belcher, Miss E. M. King, J. E. Marsh, W. Paul, Miss A. S.

Robinson, F. P. G. Westaway, F. W. Woburn Sands. Whibley, C.

BERKSHIRE-

. Barker, Miss E. Ross. Layng, Rev. T. Moore, Rev. W. Abingdon

Stone, Rev. E. D. Tatham, M. T.

Bradfield Coll. Gray, Rev. H. B. Vince, J. H.

Lambourn . Hudson, Rev. T. W.
Newbury . . Cobbe, Miss A. M. Sharwood-Smith, E.

. Devine, Alex. Hyde-Johnson, H. J. Pangbourne .

Radley College . Field, Rev. T. James, L.

Reading . . . Eppstein, Rev. W. C. Henson, Rev. J. Roscoe, H. W. K. Wellington Coll. Upcott, E. A. Wokingham . . Ledgard, W. H. Mansfield, E. D. Worse, Rev. F.

Warre, Rev. E.

BUCKING HAMSHIRE-

. Alington, Rev. C. A. **Eton** College

Austen-Leigh, E. C. Blakiston, C. H. Booker, R. P. L. Bowlby, Rev. H. T.

Brinton, H. Broadbent, H. Cattley, T. F. BUCKINGHAMSHIRE-Eton College (continued)

Chitty, Rev. G. J. Churchill, E. L. Cornish, F. W. Crace, J. F. Goodhart, A. M. Headlam, G. W. Heygate, A. C. G. Hornby, Rev. J. J. Impey, E. Kinderslev, R. S.

-continued

Kindersley, R. S. Lubbock, S. G. Luxmoore, H. E.

Lyttelton, Hon. and

Rev. E.

Macnaghten, H.
Machaghten, H.
Radcliffe, Rev. R. C.
Ramssy, A. B.*
Rawlins, F. H.
Slater, E. V.
Stone, E. W.
Tatham, H. F. W.
Vanghap, F. I.

Vaughan, E. L. Wells, C. M. White-Thomson, R. W. Whitworth, A. W. Stoke Poges

Stoke Poges . . Parry, E. H.

Wycombe Abboy Daniel, Miss C. I.

Dove, Miss J. F.

Lang, Miss H. M.

CAMBRIDGESHIRE-

Cambridge : Caius College

Ambridge:

Caius College
. Allbutt, Prof. T. C.
Lendrum, W. T.
Reid, Prof. J. S.
Roberts, Rev. E. S.
Christ's College. Campbell, S. G.
Hales, G. T.
Pollo, I.

Peile, J.

Rackham, H. Skeat, Rev. Prof. W. W.

APPENDIX

CAMBRIDGESHIRE		CAMBRIDGESHIRE	
Cambridge—cont		Cambridge-conti	
Clare College .	Atkinson, Rev. E. Fulford, Rev. H. W.	Trinity College. (continued)	Stanton, Rev. Prof. V. H.
	Wardale, J. R.	1	Verrall, A. W.
Emmanuel Coll.	Adam, J.		Wright, W. Aldia,
	Chawner, W.	۱ م ،	4.1 75 4.75
	Giles, P.	Cambridge	Adam, Mrs. A. M.
Girton College .	Jex-Blake, Miss K.*	1	Bunsen, Mrs. de.
Jesus College .	Abbott, E.	1	Burkitt, Prof. F. C.
King's College .	Browning, O.	1	Bury, Rev. B. G.
•	Bury, Prof. J. B.	i	Butler, Mrs. H. M.
	Headlam, W. G.	1	Congreve, Miss E. M.
	Tilley, A. A.		Flather, J. H.
	Waldstein, Prof. C.		Gibson, Mrs.
	Wedd, N.		Giles, Prof. H. A.
Mandalana Call			Gwatkin, Rev. T.
Magdalone Coll.	Donaldson, Rev. S. A.		
			Hayes, B. J.
	Peskett, A. G.		Heathcote, W. E.
Newnham Coll.	Vernon Jones, V. S. Gardner, Miss A.		Hutchinson, Miss W. M. L.
	Harrison, Miss J. E.*		Jones, W. H. S.
	Sharpley, Miss E. M.		Kennedy, Miss J. E.
	White, Miss R. E.		Kennedy, Miss M. G.
Pembroke Coll			Lewis, Mrs.
	Lawson, J. C.		Macfarlane - Grieve,
	Whibley, L.		W. A.
Queens' College .	Cook A B		Powell, Miss H. L.
Quoche contract.	Gray, Rev. J. H.		Rackham, Mrs.
	Plaistowe, F. G.		Rapson, Prof. E. J.
St. John's Coll			
isc. John's Cott			Rouse, W. H. D.
	Glover, T. R.		Shuckburgh, E. S.
	Graves, Rev. C. E.		Steen, W. P.
	Gutch, C.		Taylor, J. H.
	Mayor, Rev. Prof. J.		Thompson, E. S.
	E. B.	B11	Verrall, Mrs. M. de G.
	Sandys, J. E.	Ely	Blakeney, E. H.
a. a.	Sikes, E. E.		Chase, Rt. Rev. F. H.,
Selwyn College.			D.D., Bishop of Ely.
	A. F.	a	
~ - ~	Williams, W. N.	CHESHIRE—	
Sidney Sussex		Alderley Edge.	
College	Edwards, G. M.		Johnson, Miss L. A.
	Sleeman, J. H.		Baines, Miss K. M.
Trinity College.	Butler, Very Rev. H.		Macdonald, Miss H.
	Montagu.	Chester	Day, Miss K.
	Cornford, F. M.	Nantwich	Jones, H. L.
	Duff, J. D.		Lewis, G.
	Frazer, J. G.	Salo	Tanner, Miss G.
	Gaye, R. K.	Stockport	Wigglesworth, Miss B.
	Harrison, E.		Tottenham, Miss E. L.
	Hicks, R. D.		Goodier, Mrs. M. A.
	Image, J. M.		Thompson, Alderman
	Jackson, Prof. H.		Joseph.
	Jenkinson, F. J. H.		•
	Parry, Canon R. St. J.	CORNWALL-	
	Postgate, J. P.	Bosistow Treen.	Bubb, Rev. C. 8.
	Rennie, W.	Falmouth	

TOPOGRAPHICAL LIST OF MEMBERS 141

CUMBERLAND-	GLOUCESTERSHIRE-continued.
Carlisle Williams, Rev. G. H.	Cheltonham Burnside, Rev. W. F.
Kestoick Valentine, J.	(continued) Cade, F. J.
St. Bees Lewis, Rev. F.	Ellam, E.
DERBYSHIRE—	Gantillon, Rev. P. F. J.
Chatsworth Strong, Mrs. S. A.	Gaselee, Miss E. S.
Darley Dale . Flood, Miss M. L.	Latter, H. Mason, W. A. P.
Glossop Wood, Mrs. A. K.	Newman, W. L.
Matlock Bath . Watkins, Miss L. B.	Owen, A. S.
New Mills Hallowell, G. N. Ropton Cattley, Rev. A.	Pruen, G. G.
Ford, Rev. G. B. J.	Purdie, Mies E.
DEVONSHIRE-	(* Ladies' College).
Bacter Purdie, Miss F. M.	Baunders, Miss M. B.
Plymouth Colson, F. H.	Skirving, E. S.
Tavistock David, Rev. W. H.	Style, J.
Donom	Taylor, Miss M. B. Thornton, C.
DORSET— Blandford Mears, Rev. E. M.	Towers, R. M.
Sherborne King, H. R.	Waterfield, Rev. R.
Division 1	Wishart, Miss J. R.
Durham—	CVrencester Medd. J. C.
Darlington Forster, J.	Clifton College . David, Rev. A. A.
Fuller, Miss B. B.	Glazebrook, Rev. M.G.
Massingham, A. Smith, A. J.	Mayor, H. B.
Durkam Bramwell, W. H.	Shawyer, J. A. Stroud Stanton, C. H.
How, Rev. J. H.	Towkesbury . Drysdale, Miss M.
Jevons, Principal F. B.	y v = 1, voice of management
Kynaston, Rev. Prof.	Hampshire—
Lefroy, Miss Florence.	Andover Hammans, H. C.
MacKenzie, Rev. H.W.	Basingstoke Hayes-Belcher, Rev. T.
Walker, Rev. D. Essex —	Bournemouth . Byrne, Miss A. D.
Braintree Courtauld, G., Junr.	Brockenhurst Crawford, G. R. Gurney, Miss Sybella.
Brontwood Bean, Rev. E.	Hayling Island Bryans, C.
Quennell, Canon W.	Isle of Wight,
Buckhurst Hill Jebb, Miss C. M. L.	Ryde McKay, H. G.
Chelmsford . Papillon, Rev. T. L.	Poterafield Badley, J. H.
Chiquell School Swallow, Rev. R. D.	Williams, A. M.
Felsted Clark, Rev. R. B.	Portsmouth Nicol, J. C.
Stephenson, Rev. F. Strangeways, L. R.	Steele, Miss A. E. Southampton . Ellaby, C. S.
Windsor, F. D.	Southsea Hewetson, J.
Saffron Walden Barnard, Rev. P. M.	White, Miss R. T.
Walthamstow . Guy, Rev. R. C.	Winchester Bramston, Rev. J. T.
G- a	Blore, J. L.
GLOUCESTEESHIRE— Bristol Brooks, Prof. F.	Burge, Rev. H. M.
Bristol Brooks, Prof. F. Cowl, Prof. R P.	Cruickshank, Rev. A.
Elliot, C. H. B.	H.* Downer F N
Keen, Mrs. E. A.	Dowson, F. N. Evans, W. H.
Leighton, R. L.	Helbert, L.
Muschamp, J. G. S.	Kirby, W. R.
Nicholson, Miss M.	Rendall, M. J.
Pooler, Rev. C. K.	Smith, N. C.
Whyte, Miss J. Cheltenham . Boyd, Miss H.	Trench, W. L.
Cheltenham Boyd, Miss H.	Whitehead, Miss T. G.

HEREFORDSHIRE-	- 1	Kent-continued	
Hereford	Chapman, P. M.	Dover	Compton, Rev. W.
•	Ragg, Rev. W. H. M.		Northbourne, Lord
	Sharpley, H.	Eltham College.	Rubie, Rev. A. E.
		Folkestone	Edginton, C.
HERTFORDSHIRE -	-		Jelf, C. R.
Barnet	Lee, Rev. J. B.		Pearce, J. W. E.
Borkhamstod .	Footner, Harry.		Conder, Miss E. M
	Fry, Rev. T. C.	Hawkhurst	Goschen, Viscount Hooper, Miss E. 8
	Greene, C. H.	Lee	Hooper, Miss E. 8
	Hopkins, T. H. C.		Waters, Miss E. A
Bishops - Stort-			Heslop, W.
ford	Case, Miss Esther.	Rochester	Genner, Miss G. B
FF 11 1 (1-11	Young, F. 8.		Ghey, Miss F. L.
Haileybury Coll.	Carlisle, A. D.		Hobson, Rev. T. F.
	Coleridge, E. P.	O	Newcomb, Miss E.
	Fenning, Rev. W. D.	Sevenvake	Church, Rev. A. J.
	Humphreys, Rev. H. R.	G: 3	Ritchie, F.
	Kennedy, W.		Hooper, Miss E. S.
	Milford, Rev. L. S. Mitchell, M. W.	Sutton-Valence.	Winton, A. J. de.
	Turner, J. A.	Tonbridge	
	Vaughan, M.	ionorwye	Stokoe, H. B.
	Waters, G. T.		Tancock, Rev. C. (
	Wright, Rev. H. C.	Thunheides Wells	Bull, Rev. R. A.
Hemel Hemp-	Wilgit, Dov. II. C.	1 Later aby e trois	Honnywill, M. J.
	Evans, Lady.		210000 1111, 21. 01
	King, J.	LANCASHIRE-	
	Lindsell, Miss A.		Moxon, Miss E. A.
St. Albans	Johnson, C.		Donovan, Rev. J.
	Trollope, A. H.		Goffe, Miss E. H.
Stevenage	Bertram, J.	Blackpool	Sarson, Arnold.
Tring	Beasley, T. E.	Bolton	Henn, Canon.
Ware	Burton, Rev. Edwin.		Henn, Mrs.
	Ward, Canon B.		Kidd, E. S.
	1		Linzell, Miss E. M
HUNTINGDONSHIE			Lipscomb, W. G.
St. Neots	Greene, Rev. C.	Kirkham	Leverton, Rev. E.
		Lancaster	Watson, Rev. H. A
Kent-		Liverpool	Bevan, Miss F. E.
Ashford	Austin, Alfred.		Bosanquet, Prof. I
D. 11	Stevenson, W. E.		Cradock-Watson,
Beckenham	Berridge, Miss E. H.	1	Dale, A. W. W.
D1 7741	Tanner, Miss L. K.	l	Fletcher, Frank.
	Mason, Miss D.		Hartley, E.
	See LONDON.		MacNaughton, D.
Bromley	Barker, Rev. P. Crosby, Miss A. D.*		Strong, Prof. H. (* University).
	Heppel, Miss Mary L.		Watts, A.
	Loly, G.		Woodward, Prof. W
	Richards, Miss F. G.	l	Agar, T. L.
	Wishart, Miss G.	Manchester	Anderson, W. B.
Canterbury	Bowen, H. C.		Ashworth, Miss H
owner, vary .	Chamberlain, H. M.		Behrens, G.
	Galpin, Rev. A. J.		Boyd-Dawkins, Pr
	Houghton, Rev. E.J.W.	1	Bruton, F. A.
	Moxon, Rev. R. S.*		Burstall, Miss S. A
Chislehurst	Myers, Ernest.	[Carter, Rev. T. N.
	,,		

TOPOGRAPHICAL LIST OF MEMBERS 143

10		
NOLONIAN AA	main mad	LANCASHIRE—continued
NCASHIRE-co		
Vanchester .	. Clarke, Miss E. M.	Rochdale Wilson, Archdeacon.
(continued)	Conway, Prof. R. S.	Rossall School . Furneaux, L. R.
	Conway, Mrs.	Nicklin, Bev. T.
	Crompton, Miss A.	Taylor, G. M.
	Crozier, W. P.	Tyler, C. H.
	Dakers, H. J.	Way, Rev. J. P.
	Donner, E.	Salford Hicks, Canon E. L.
	Eckhard, G.	Salford, Bishop of.
	England, E. B.	Stonyhurst Davis, Rev. H.
	France W	
	Ermen, W.	May, T.
	Gridley, Miss M. G.	Plater, Rev. C. D.
	Guppy, H.	Wigan Eckersley, J. C.
	Hall, Joseph.	Withington Fairbairns, Miss.
	Henry, Brother E.	
	Herford, Miss C.	Leicestershire—
	Hewart, G.	Leicester Harper, G. P.
	Higgins, Rev. P.	Rudd, G. E.
	Hogg, Prof. H. W.	Russell, B. W. N.
	Hopkinson, Alfred.	Sloane, Miss E. J.
	Hopkinson, J. H.	Went, Rev. J.
		Market Har-
	Horsfall, A.	borough Hammond, F.
	Hughes, C.	
	Kelly, Canon.	Oadby Billson, C. J.
	Kelsey, C. E.	_
	Knott, O.	LINCOLNSHIRE—
	Lamb, Prof. H.	Boston White, W.
	Limebeer, Miss D.	Grantham Ashwin, Rev. R. F.
	Lindsay, A. D.	Horncastle Walter, Rev. J. Con
	Love, Miss J.	way.
	Manchester, Rt. Rev.	Lincoln Fox, F. W.
	E. Knox, Bishop of.	Wickham, Dean.
	Marett, Miss J. M.	Louth Worrall, A. H.
	Meredith, H. O.	Stamford Priestly, Miss E.
	Montague, C. E.	Scampora Illebuty, miss m.
		Language
	Moulton, Rev. J. H.	London—
	Norwood, G.	Bedford Coll Alford, Miss M.
	Paton, J. L.	Morton, Miss A.
	Peake, Prof. A. S.	Parker, Miss C. E.*
	Roby, A. G. and Mrs.	Blackheath H.S. Gadesden, Miss F. M.
	Sadler, Prof. M. E.	Sanders, Miss A. F. E
	Scott, Dr. John.	City of London
	Sharp, Rev. D. S.	School Chilton, Rev. A.
	Sidebotham, H.	Spilsbury, A. J.
	Simon, Mrs. H.	Clapham H. S Trenerry, Miss R. L.
	Sinclair, Sir William.	Colet Court Bewsher, J.
	Spencer, C. E. G.	Giveen, R. L.
	Strachan, Prof. J.	Colfe Gr. Sch Lucas, J. W.
	Sutton, E.	Dulwich Coll Hose, H. F.
	Taplen, Miss M.	Deliniah II G Giloom Wice T
		Dulwick H. S Silcox, Miss L.
	Taylor, Rev. A. F.	Goldsmiths' Ins. Loring, W.
	Warburton, F.	Redmayne, J. F. S.
	Warman, A. S.	Hampstead Linnell, Miss (Private
	Waterlow, S.	School).
	Williamson, H.	Marshall, Rev. and
	Wood, Mr. and Mrs. T.	Mrs. D. H. (The
	Worrall, Mrs. Janet.	Hall).
Ildham	. Williams, C. A.	Highgate Gr. S. Lamb, J. G.
	•	

APPENDIX

LONDON—continued	LONDON-continued
James Alleyne's	Westfield Coll. Richardson, Miss
School Coulter, Miss.	(continued) Skeel, Miss C.
Kenmure Sch Hawkins, C. V.	West Kent Gr.
Kensington High	School Williamson, Rev.
School Bakewell, Miss D. L.	Westminster
Kensington Park	School Gow, Rev. J.
High School . Heppel, Miss E. A.	Sargeaunt, J.
King's College . Headlam, Rev. Dr.	Smedley, J. F.
A. C.	Tanner, R.
Legg, Rev. S. C. S.	·
Walters, Prof.W.C.F.*	London Anderson, Y.
", Coll. Sch. Hales, J. F.	Armitage, N. C.
Merchant	Armstead, Miss
Taylors' Sch Atkey, F. A. H.	Asquith, Rt. Hon.
Bamfylde, F. G.	Bailey, J. C.
Morley, A. M.*	Baker-Penoyre,
Nairn, Rev. J. A.	Balcarres, Lord.
Stobart, J. C.	Barnett, P. A.
Wells, G. H.	Baxter, Miss B.
Mill Hill Soh McClure, J. D.	Beeching, Canon
N. London Col-	Bell, E.
legiate Sch Armstead, Miss H.	Bell, Rev. Canon
Holding, Miss G. E. Notting Hill	Bennett, Mrs. A.
High School . Gavin, Miss E.	Benson, R. H. Bickford-Smith,
Slater, Miss W. M.	
Stoneman, Miss A. M.	Bonser, Right Sir J. W.
Oueon Elizabeth	Bradley, Prof. A
School Bennett, Miss M. A.	Bridge, Admiral
St. Mary's Coll. Wood, Miss M. H.	Brodribb, C. W.
St. Olave's Gr.	Brooks, E. J.
School Rushbrooke, W. G.	Burne-Jones, Sir
Simpson, P.	Butcher, J. G.
Witton, F. W.	Butcher, S. H.
St. Paul's Girls'	Calthrop, Miss C
School Gray, Miss F.	Campagnac, E. I
Rogers, Miss M. D.	Case, Miss A. J.
St. Paul's Sch Botting, C. G.	Chambers, E. J.
Cholmeley, R. F.	Chapman, John.
Gould, T. W.	Cohen, H.
Hillard, Rev. A. E.	Cohen, Miss H.
Holmes, Dr. T. Rice.	Collins, A. J. F.
Loane, G. G.	Collins, Rt. Hor
Mathews, L. H. S.	R. H.
Pantin, W. E. P.*	Colvin, S.
Pendlebury, C. Phillips, J. L.	Cookson, Sir C.
Wilson, T. I. W.	Craik, Sir H.
Sion College Milman, Rev. W. H.	Crawley, J. A. Curzon, Rt. Hon.
Stationers' Soh Chettle, H.	Dickson, Miss I.
Streatham H. S. Powell, Miss H.	Dill, R. T. Colqui
University Coll. Gardner, Prof. E. A.	Duckworth, Canc
Rapson, Prof. E. J.	Ernst-Brown
Univ. Coll. Sch. Carpenter, R. S.	Judge W.
Felkin, F. W.	Esdaile, A. J. K.
Spenser, Dr. H. J.	Farwell, Mr. Jus
Westfield Coll McDougal, Miss E.	Finlay, Sir R. B.
,	

Morshead, E. D. A

Muir-Mackensie,

TOPOGRAPHICAL LIST OF MEMBERS

DON—continued onden . . . F (continued)

. Furness, Miss. S. M.M. Geikie, Sir Archibald. Gibson, G. Gilson, J. P. Goodrich, W. J. Grigg, E. W. M. Gurney, Miss A. Gurney, Miss M. Guthkelch, A. Hales, Prof. J. W. Halsbury, Earl of. Haydon, J. H. Haynes, E. S. P. Headlam, J. W. Heath, H. F. Hetherington, J. N. Hicks, Miss A. M. Hillesheimer, A. Hill, G. F. Hill, G. F. Hodd, Miss M. Hodgson, S. H. Horton-Smith, L. Hügel, Baron F. von. Hutton, Miss C. A. Hutton, Miss E. P. S. Johnson, G. W. Kennedy, Hon. 8ir W. R. Kensington, Miss F. Ker, W. C. A. Langridge, A. Lattimer, R. B. Lea, S. E. Leader, Miss E. Leaf, Walter. Leathes, S. M. Lee, F. R. Lee, Sidney. Liberty, Miss M. Limewell, Miss B.M.B. Lyall, Rt. Hon. Sir A. Mackail, J. W. Macmillan, G. A. Magnus, L. Marsh, E. A. J. Marshall, F. H. Matthaei, Miss L. E. Mayor, R. J. G. Meiklejohn, R. S. Menzies, Mr. G. K. and Mrs. Merrick, Rev. G. P.
Millington, Miss M. V.
Milner, Rt. Hon. Viscount. Minturn, Miss E. T. Morison, L.

London—continued London . . . 1 (continued) 1

K. Murray, John. Newbolt, H. J. Newman, Miss M. L. Nicholson, Miss M. Nutt, A. Nutt, A.
Ogilvy, Miss A.
Paget, R.
Phillimore, Sir W. E.
Pollard, A. T.
Pollock, Sir F.
Pooley, H. F.
Poynter, A. M.
Poynter, Sir E. J.
Preedy, J. B. K.
Rendall, V.
Rhodes, Miss C. M.
Richmond, B. L. Richmond, B. L. Richmond, O. L. Richmond, Sir W. B. Ridding, Miss C. M. Rider, Miss B. C. Robertson, Miss Hilds. Robinson, Dean. Rooke, Miss M. Rundall, G. W. Sarson, Miss M. Schulse, D. G.
Simmons, Miss N. J.
Stanford, Sir C. V.
Stawell, Miss F. M.
Stoker, Miss H.
Stuart, Miss J. J.
Stuttaford, C.
Sykes, J. C. G.
Taylor, Miss M.
Terry, F. J.
Thomas, F. W.
Thompson, Sir I Schulze, D. G. Thompson, Sir Maunde. Maunde.
Thompson, F. E.
Trayes, F. E. A.
Vaisey, H. B.
Varley, B. S.
Vincent, William.
Walters, H. B.
Warner, G. F.
Watson, A. R. Watson, A. R. Watson, Miss J. Welldon, Rev. Canon. White, A. H. Whittle, J. L.

Williams, Basil. Willis, J. A. Wroth, W.

Oxford—continued
Christ Church . Bell, G. K. A.
Blagden, Rev. C. 1 OXFORDSHIRE. Ealing . . . Lee, Rev. Richard.

Edmonton . . Shearer, W. A.

Harrow School . Du Pontet, C. A. A.

Hallam, G. H.

Hort, Sir A. F.

Wood, Rev. Dr. J.

Harrow . . . Hopkins, G. B. Innes.

Kenyon, F. G.

Ichenham . . Baleigh, Miss K.

Tottenham . . Beggs, Miss J. W. MIDDLESEX-Haverfield, F. J. Myres, J. L.
Owen, S. G.
Radcliffe, J. E. Y.
Stewart, Prof. J.
Strong, The Very I
T. B. Warner, Rev. W. Corpus Christi College . . MONMOUTHSHIRE-Monmouth . . Culley, E. H. Newport . . . Vivian, Miss M. A. Livingston, R. W. Shields, C. Sidgwick, A. Ereter College . Blunt, Rev. A. W. Farnell, L. R. NORPOLK-. . Green, Rev. W. C. Dies . . Downham Henderson, B. W. Mavrogordato, J. 1 . . Bagge, Miss L. M. . . Clarke, Rev. E. W. . . Lunn, Miss A. C. P. Market . Hertford Coll. . Burroughs, E. A. Holt . . Norwick . Holt Williams, Rev. H.
Genner, E. E.
Hughes, Rev. W. I.
Lock, Rev. W.
Spurling, Rev. F. Jerus College NORTHAMPTONSHIRE Keble College Oundle . . . Nightingale, A. D. Sanderson, F. W. Lady Margaret Hall . . . Argles, Miss E. M. Clay, Miss A. M. Wordsworth, Miss NORTHUMBERLAND-Beal . . . Hodgkin, T. Newoastle-on-Lincoln College. Fowler, W. Warde Gardner, Prof. P. Merry, Rev. W. W. Magdalen Coll. Benecke, P. V. M. Cookson, C.* Tyne . . . Mann, Rev. H. K.
Richards, Miss S. E. S. NOTTINGHAMSHIRE-. . Lewis, L. W. P.* . . Baker, E. P. Cowley, A. Daynes, J. N. Bradford Nottingham . Granger, Prof. F. S. Houston, Miss E. C. Fletcher, C. R. L. Godley, A. D. Greene, H. W Leman, H. M. Russell, J. Günther, R. W. T. Warren, T. H. Webb, C. C. J. OXFORDSHIRE-Banbury . . . Loveday, Miss A. Rudd, Rev. E. J. S. Caversham . . Hodge, Miss D. M. V. Wilson, Rev. H. A. Mansfield Coll. Fairbairn, Rev. A.
Merton College Garrod, H. W.
How, W. W.
Miles, J. C. Henley-on-Thames . . Gwilliam, Rev. G. H. Brown, A. C. B. Butler, H. E. New College . Oxford: Balliol College . Bailey, Cyril. Joseph, H. W. B. Matheson, P. E. Murray, G. G. A. Prickard, A. O. Spooner, Rev. W. J. Turner, Prof. H. H Wilson, Prof. J. Cc Palmer, Rev. E. J. Pickard-Cambridge, A. W. Strachan - Davidson, J. L. Brasenose Coll. Bussell, Rev. F. W. Christ Church . Anderson, J. G. C. Zimmern, A. E.

TOPOGRAPHICAL LIST OF MEMBERS 147

OXFORDSHIRE-001	rtinued.	SHROPSHIRE-	
Omford—continued			Moss, Rev. H. W.
	Phelps, Rev. L. R.		Pickering, T. E.
or the country of	Richards, Rev. G.		B,
	Shadwell, C. L.	Somersetshire-	•
Queen's College .		Bath	Ealand, Mrs. J. M.
Queen Comyo.	Clark, A. C.		Martin, A. T.
	Grenfell, B. P.		Richards, F.
		Bruton	Norton, D. E.
	Hunt, A. S. Magrath, Rev. J. R.		Mills, Miss B. T.
	Walker, Rev. E. M.		Jex-Blake, The Very
St. 7-1-2- (1-2)			Rev. T. W.
St. John's Coll		Weston - super -	2.011 2.1 111
	Corley, F. E.	Mare	Battiscombe, E. M.
	Hall, F. W.	22070	Syson, Miss M. F.
	Powell, J. U.		5,500, M25 21. 2.
	Snow, T. C.		
Somerville Coll.	Lorimer, Miss H. L.*	STAFFORDSHIRE—	Dalfarr Craham
Trinity College	Ellis, Prof. R.		Balfour, Graham.
	Pelham, Prof. H. F.	Denstone Coll	Clark, Rev. R. M.
	Prichard, H. A.		Hammond, N. W.
University Coll.		Newcastle	Marshall, Miss A. M.C.
Wadham Coll	Henderson, Rev. P. A.		Powell, Miss M.
	Wright.	Stoke-on-Trent.	Barke, Miss E. M.
	Richards, H.		Riley, Miss M. E.
	Webster, E. W.	Wolverhampton	Ager, R. L. S.
	Wells, J.	i _	
Worcester Coll.	Gerrans, H. T.	Suffolk-	
	Hadow, W. H.		Davies, E.J. Llewellyn.
	Lys, Rev. F. J.		Elliston, W. R.
Oxford	Binney, E. H.	Lowestoft	Phillips, Rev. W. Rich-
02)010	Chavasse, A. S.		mond.
	Cooper, Miss A. J.	Southwold	Fleming, Miss A.
	Cowell, W. H. A.	l _	
	Dyer, L.	SURREY-	
	Elliott, R. T.		Oldershaw, L. R. F.
	Evans, H. A.		Watkins, Rev. P. M.
	Fotheringham, J. K.	Charterhouse	
	Goodwin, Miss N. M.	School	Bryant, Rev. E. E.
	Granfall Wrs. A	i	Kendall, G.
	Grenfell, Mrs. A.	<u>l</u>	Longworth, F. D.
	Harvey, Rev. H. A.	i	Page, T. E.
	Jerram, C. S.	1	Rendall, Rev. G. H.
	Lewis, Miss E.	l	Romanis, Rev. W. F. J.
	Moor, Miss M. F.	Cheam School .	Tabor, A. S.
	Pope, Mrs.		Allen, Rev. G. C.
	Pope, G. H.	_	Antrobus, G. L. N.
	Rhys, Miss M.	Croydon	Davis, Miss E. J.
	Rogers, Miss A. M. A.*	1	Layman, Miss A. M.
	Schomberg, Miss T.	Englejield Green	Donkin, Prof. E. H.
	Scott, G. R. Sing, J. M.	1	Penrose, Miss E.*
	Worley, Miss M. L.	l _	Taylor, Miss M. E. J.
	Wright, Prof. J.	Epson	Fry, Miss E. B.
Watlington	Salter, Rev. H. E.		Gardiner, E. N.
			Kelaart, W. H.
			Lea, Rev. E. T.
BUTLANDSHIRE-			Dakyns, H. G.
Uppingham	Rossiter, Miss G. M.		Bernays, A. E.
	Selwyn, Rev. E. C.	Kingston Hill .	Mayor, Bev. J. B.

Surry—continued	1 Wassermanness continued
Leatherhead . Purton, G. A.	WARWICKSHIRE—continued Birmingham . Gore, Rt. Rev.
Osted Hardcastle, H.	(continued) (Bishop of Birmin
Richmond . Brownjohn, A. D.	ham).
Streatham Brough, Miss L.	Harris, J. Rendel.
Surbiton Worters, Miss E. B.	Heath, C. H.
Tadworth Elliman, G. D.	Hobhouse, Rev. Canc
Warlingham . Pearson, A. C.	Measures, A. E.
Weybridge Dawes, Miss E. A. S.	McCrae, Miss G. J.
Dawes, Rev. J. S.	Muirhead, Prof. J.
Dawes, Miss M. C.	Nolle, Rev. Fath
Wimblodon Hales, J. F.	Lambert.
Woking Smith, Canon I.	Norris, Rev. John.
Gregory.	Parkinson, Rt. Re
Subbex—	Monsignor.
Arundel Balfour, R.	Quelch, Miss K.
Bognor Voules, M. F.	Smith, Rev. J. Hunte
Brighton Harrison, Miss E.	Sonnenschein, Pro
Hayes-Belcher, A.*	E. A. Vince, C. A.
Holt, Miss M.	Vincent, H. A.
Mason, Miss L. G.	Honley-in-
Titherington, Rev.	Arden Nelson, O. T. P.
A. F.	Leamington . Beaven, Rev. A. B.
Thomas, A. H.	Brooke, W. P.
Busted Hussey, Rev. A. L. Kast Grinstead. Radeliffe, W. W.	Rugby Cole, E. L. D.
Eastbourne . Browne, Rev. E. L.	James, Rev. H. A.
Johns, Miss E. L.	Michell, W. G. Payne - Smith, Re
Saunders, T. B.	Payne - Smith, Re
Thomson, H. R.	W. H.
Forest Row Hogarth, D. G.	Whitelaw, R.
Hove Davies, Miss C. H.	Williams, Rev. F. F.
Thring, L. T.	Stratford - on - Avon Beckwith, E. G. A.
Lowes Richards, Rev. J. F.	Avon Beckwith, E. G. A. Warwick Davies, Robert.
Rutherford, Rev. W. G.	Keeling, Rev. W. T.
Midhurst Howard, G. A. S.	Liddell, J. W.
Rye Nowers, G. P.	
West Horsham. Branfoot, Rev. W. H.	Westmorland-
Dickin, H. B. Moore, E. W.	Ambleside Rawnsley, W. F.
Upcott, Rev. A. W.	Kirkby - Lons-
Winbolt, S. E.	dale Leach, Miss A. K.
Worthing Johnson, Rev. G. H.	Stowell, E. A. Crew
	Wananananan
WARWICKSHIRE-	WORCESTERSHIRE—
Birmingham . Alder, Miss M. B.	Bromsgrovs Furness, E. H. Hendy, F. J. R.
Baugh, Miss E. N.	Mayall, A.
Bayliss, A. E.	Dudloy Burke, Miss M. E.
Burrows, Rev. W. O.	Malvern House, H. H.
Caspari, M. O. B.	James, Rev. S. R.
Chambers, C. D.	Shipston - on -
Chapman, Rev. Dom.	Stour Wyse, W.
Collins, Prof. J. Chur-	Stourport Baldwin, S.
ton.	Worcester Chappel, Rev. W. H
Dunstall, Miss M. C.	Ottley, Miss.
Ferard, R. H.	Wilson, Rev. J. B.
Gilson, R. C.	Wilson, Rev. Canon

TOPOGRAPHICAL LIST OF MEMBERS 149

WILTSHIRE-	YORKSHIRE—continued
Marlborough	Sheffield Marsh, E. A. J.
College Fletcher, F.	(continued) Musson, Miss C. J.
Salisbury Bernard, Canon E.	Summers, Prof.
_	Thirsk Howard, Rev. A. W.
YORKSHIRE—	Wakefield Houghton, A. V.
Bingley Scott, Miss A. T.	Peacock, M. H.
Bradford . Edwards, W.	York Neild, Miss H. T.
Falding, Miss C. S.	Squire, S. G.
Keeling, Rev. W. H.	
Lewis, L. W. P.*	CHANNEL ISLANDS
Smyth, C. Develury Holme, A. F.	Common Tonos C. C. Theat
Doncaster Claxton, J. A.	Guernsey Jones, C. C. Lloyd.
Evans, S. E.	
Driffield Tayler, Rev. C. B.	ISLE OF MAN
Giggleswick Hammond, H. M. F.	Continue Wieles I II W
	Castletown Wicksey, J. T. W.
Vaughan, W. W. Grassington Haslam, Rev. A. B.	1
and Miss.	WALES
Halifax Elliott, R. H.	Brecon—
Reith, A. W.	Christ College . Chambers, Rev. R. H.
Huddersfield . Ward, C. H. Hull Goss, W. N.	Crickhowell Doyle, J. A.
Hull Goss, W. N.	a
Saunders, J. V.	CARDIGAN—
Leeds Barran, J. N.	Aberystwyth . Anwyl, Prof. E.
Bodington, N.	Angus, Prof. J. M.
Clark, E. K.	Marshall, Prof. J. W.
Connal, B. M. Gillespie, C. M.	Roberts, Principal. Thomas, N. H.
Grant, A. J.	Inomas, N. H.
Greenwood, L. H. G.	Carmarthen—
Hickey, Rev. J.	Llandovery Exton, G. F.
Lidderdale, E. W.	.
Marshall, T.	CABNABYON-
Miall, Prof. L. C.	Bangor Arnold, Prof. E. V.
Norwood, C.	Williams, Prof. T.
Price, A. C.	Hudson. Williams, W. G.
Roberts, Prof. W.	wimams, w. Q.
Rhys.*	Denbigh—
Robinson, Miss H.	Colwyn Bay . Osborn, T. G.
Smith, Miss M. L. S.	Denbigh Beloe, Miss M. T.
Teale, T. Pridgin. Wilson, R.	Newman, Miss M. L.
Wynne-Edwards, Rev.	Wrewham Bidgood, Miss C. A.
J. R.	GLAMOBGANSHIRE-
Osoaldkirk Mathews, Rev. J. E.	Cardiff Burrell, P. S.
Richmond Furness, J. M.	Burrows, Prof. Ronald.
Wood, Rev. R. Gifford.	Howell, Miss L.
Robin Hood	Legard, A. G.
Bay Farside, W.	Robertson, Rev. W. L.
Sedbergh Lowry, C.	Slater, Prof. D. A.
Settle Pickard, Miss E. M.	(* University).
Sheffield Coombe, J. N.	Ure, P. N.
Eliot, Sir C.	Waugh, J.
Ellis, Mrs.	Combridge Evans, W. F.
Recott, Miss. A. E.	Swansea Benger, Miss L. M.
Forster, E. S.	Forrester, R. S.

CANADA-

PEMBROKESHIRE-Haverfordwest. Tombs, J. S. O.

IRELAND

Dervock . . Allen, S. Dublin . . Beare, Prof. J. 1.*

Brooke, W. G. Browne, Rev. Prof. H.

Plunkett, Count. Purser, Prof. L. C.

Thompson, John.

Enniskillon . Allen, J. E. R.

Galway . . Exon, Prof. C.*

Londondorry . Beare, T. J.

SCOTLAND

Edinburgh . . Dunn, G.

Green, G. Buckland. Hardie, Prof. W. R. Dixon, Prof. W. M.

Ramsay, Prof. G. G.
Glenalmond. Hyslop, Rev. A. R. F.
Polmont. Orange, Miss B.
St. Andrew's. Abernethy, Miss A. S.
Pearson, Miss E. R.
Tarradale. Yule, Miss A. F.

EUROPE

GERMANY-

Baden . . . Millard, V. C. H. Halle - an - der -Salle

. . . Barker, E. J. P. Ross. Salle .

Robert, Prof. Dr. C.

ITALY-. . . Campbell, Mrs. L. Campbell, Prof. L. Alassio

Harper, Miss E. B.
Florence . . . Benn, A. W.
Steele, J. P.
Rome Ashby, T., Junr.

MEDITERRANEAN-

Cyprus . . . Cobham, C. D. Jasonidy, O. J.

SWITZERLAND-

Lausanne . . Woolrych, H. R. Voytaux . . . Welsh, Miss E.

AMERICA

Halifan . . Murray, Prof. Howa Kingston . Cappon, Prof. J.

Montreal .

. Peterson, Principal . Auden, Prof. H. W Smith, Prof. G. O. Toronto .

U.S.A. COMMECTICUT-

Nowhaven . . Seymour, Prof. T. Norwalk . . . Harström, C. A.

U.S.A. MIGHIGAN— Wenley, Prof. B. M

U.S.A. NEW HAMPSHIRE Exeter . . . Helm, Dr. N. W.

Kirtland, Prof. J. U.S.A. NEW YORK-

Now York . Hirst, Miss G. M.*
Poughkeepsis . Leach, Miss Abby.
Schenectady . Ashmore, Prof. 8.

U.S.A. VIBGINIA-

Charlottesville . Fitzhugh, Prof. T.

. Lee, Principal.*

Wedderspoon, W.

ASIA

INDIA-Bombay . . Haigh, P. B. Durbhungah. . Watson, Mrs. I . Newton, C. W. F. Lahore

AUSTRALASIA

Rangoon .

NEW ZEALAND-Christokurch Brown, C. C.
Dunodin . . Sale, Prof. G. S.
Wellington . Brown, Prof. J. B.

QUEENSLAND-Brisbane . . . Bousfield, F. S. N.

8. AUSTRALIA-Adelaids. . Bensley, Prof. E. voi

SOUTH AFRICA

CAPE COLONY-Port Elizabeth. Stevenson, Miss.

WEST INDIES

Barbadoes . . Dalton, Rev. H. A. Jamaica . . . Barrows, Miss M. I

Classical Association

BIRMINGHAM AND MIDLANDS BRANCH

A MEETING was convened on October 5th, 1905, with the Lord Bishop of Birmingham in the Chair, to consider the question of founding a Branch of the Classical Association. After an introductory address by the Chairman, resolutions were passed establishing the Branch, and electing the following officers:—

- PRESIDENT: The Right Rev. the Lord Bishop of Birmingham, D.D.
- HON. TREASURER: C. D. Chambers, M.A., Birmingham University.
- HON. SECRETARY: A. E. Measures, M.A., King Edward's School, Birmingham.

A large Organising Committee was also appointed to draw up rules for the Branch, and to make further arrangements for its organisation.

At a meeting of the Organising Committee on October 26th, 1905, a code of rules for the Branch was passed, and the following elections were made:—

VICE-PRESIDENTS: The Right Rev. Bishop E. Ilsley, D.D. (Birmingham), the Ven. Archdeacon Burrows, M.A. (Birmingham), the Rev. L. G. B. J. Ford, M.A. (Repton School), Mr. R. Cary Gilson, M.A. (K.E.S., Birmingham), Mr. F. J. R. Hendy, M.A. (K.E.S., Bromsgrove), the Rev. H. A. James, D.D. (Rugby School), the Rev.

S. R. James, M.A. (Malvern College), Mr. J. T. Middlemore, M.P. (Birmingham), the Rev. H. W. Mos. M.A. (Shrewsbury School), the Rev. J. Hunter Smith, M.A. (Birmingham), Professor E. A. Sonnenschein, D.Litt. (University of Birmingham), Mr. C. A. Vince, M.A. (Birmingham), the Rev. R. Waterfield, M.A. (Cheltenham College).

COMMITTEE: The President, Hon. Secretary, and Hon. Treasurer (ex officio); Mr. Graham Balfour, M.A. (Director of Technical Instruction, Staffordshire), the Rev. A. B. Beaven, M.A. (Leamington), the Rev. A. F. Burn, D.D. (Rector of Handsworth), the Rev. W. F. Burnside, M.A. (Cheltenham College), the Rev. A. Cattley, M.A. (Repton School), the Rev. W. H. Chappel. M.A. (King's School, Worcester), Mr. R. Cary Gilson, M.A. (K.E.S., Birmingham), Mr. C. H. Heath, M.A. (K.E.S., Birmingham), the Rev. Canon W. Hobhouse, M.A. (Birmingham), the Rev. W. T. Keeling, M.A. (K.H.S., Warwick), Miss Loveday (Girls' High School, Edgbaston). the Rev. J. Norris (The Oratory School, Edgbaston). the Right Rev. Monsignor H. Parkinson, D.D., D.Ph. (Oscott College), Miss E. Purdie, Ph.D. (Ladies' College, Cheltenham), Mr. R. W. Reynolds, M.A. (K.E.S., Birmingham), Professor E. A. Sonnenschein, D.Litt. (University of Birmingham), Mr. C. A. Vince, M.A. (Birmingham).

The first regular meeting of the Branch was held on Wednesday, February 7th, 1906, when an address was given by Mr. E. D. A. Morshead (formerly of Winchester). Further information as to the work of the Branch may be obtained from the Hon. Secretary or other officers of the Branch.

A. E. MEASURES (Hon. Sec.), King Edward's School, Birmingham.

LASSICAL ASSOCIATION

AND THE RESIDENCE



MACMILLAN & Co.'s NEW BOOKS.

GENERAL HISTORY OF WESTERN NATIONS. From 5000 B.C. to 1900 A.D.

By EMIL REICH, Doctor Juris, Author of "New Student's Atlas of English History," etc. Vols. I and II. 8vo. [Shortly.

The two volumes treat (1) of the method of history; (2) of the great inland empires of Egypt, Assyria, Babylon, the Hittites, etc.; (3) of the border mations called the Hebrews, the Phoenicians, and the Archaic Hellenes; (4) the historic Greeks; (5) the Romans.

CIVIL WAR AND REBELLION IN THE ROMAN EMPIRE, A.D. 69-70.

A Companion to the "Histories" of Tacitus. By Bernard W. Henderson, M.A. 8vo. [Shortly.

HERCULANEUM: PAST, PRESENT,

AND FUTURE. By Prof. CHARLES WALDSTEIN, Ph.D. With numerous Illustrations. 8vo. [Shortly.]

Olassical Library New Yolumes.

ÆSCHYLUS. THE EUMENIDES OF

ÆSCHYLUS. With an Introduction, Commentary, and Translation, by A. W. VERRALL, Litt.D., Fellow of Trinity College, Cambridge. 8vo. [Shortly.

HERODOTUS. Books VII.-IX. With

Introduction and Notes by REGINALD WALTER MACAN, M.A., Master of University College, and Reader of Ancient History in the University of Oxford. 3 vols. 8vo. [Shortl: ...

Previously Published.

HERODOTUS. Books IV.—VI.

By the Same Editor. In 2 vols. \$40. 32s.

LIFE IN THE HOMERIC AGE. By

THOMAS DAY SEYMOUR, Hillhetter Professor of the Greek Language and Literature in Yale University. With Maps and Illustrations. 8vo. 17s. net. "An admirable addition to a scholar's bookshelves. . . . A work that was needed for English readers."—Athenaum.

Fifth and Obeaper Edition.

RAMBLES AND STUDIES IN GREECE. By J. P. MAHAFFY, C. V.O. Globe 8vo. 5s. net.

MACMILLAN & CO., LTD., LONDON.

MESSRS. BELL'S BOOKS

A Detailed Catalogue of Classical Books will be sent post free on Application.

CORPUS POETARUM LATINORUM

A SE ALIISQUE DENUO RECOGNITORUM ET BREVI LECTIONUM VARIETATE INSTRUCTORUM

EDIDIT

JOHANNES PERCIVAL POSTGATE.

2 vols. Large Post 4to, 25s. net each; or in Parts. Parts I. and II., 12s. net each. Parts III. and IV., 9s. net each; Part V., 6s. net.

Contents of Vol. I.—Part I.: Ennius, Lucretius, Catullus, Virgil, Horace, Tibullus. Part II.: Propertius, Ovid.

Contents of Vol. II.—Part III.: Grattius, Manilius, Phaedrus, Aetna, Persius, Lucan, Valerius Flaccus. Part IV.: Calpurnius Siculus, Columella X., Silius Italicus, Statius. Part V.: Martial, Juvenal, and Nemesianus.

The following scholars have co-operated with Dr. Postgate in this work: Malwin Bechert, J. B. Bury, G. A. Davies, J. D. Duff, G. M. Edwards, Robinson Elis, James Gow, W. E. Heitland, Eduard Miller, A. E. Housman, L. Mueller, H. A. J. Munko, Herry Nettlerhip, S. G. Owen, Arthur Palmer, Heinrich Schenkl, W. C. Summers.

Sir Richard Jebs, M.P., late Regius Professor of Greek in the University of Cambridge, says: "It might safely be said of every poetical text in the new 'Corpus,' that this edition of it is on the highest level of contemporary Latin scholarship, and also represents the most advanced knowledge of that text to which critical research has attained. Altogether this new 'Corpus' is a boon to students of which it would be impossible to overrate the value."

F. G. Kenyon, Litt.D., late Fellow of Magdalen College, Oxford, says: "I think that scholars and students of all classes are greatly indebted to its editor and publishers. This is exactly the kind of book of reference which classical students of the present day require, and it answers all purposes except those of persons making s minute study of the text of some special author. The 'Corpus, whenever I have had occasion to use it, answers admirably to this ideal; and its conclusion should be, and I believe will be, gratefully hailed by all students of classical literature."

Detailed Prospectus on application.

DEMY 8vo. is. NET.

HOW TO PRONOUNCE LATIN.

A Few Words to Teachers and Others.

By J. P. POSTGATE, Litt.D.

"Should appeal to teachers whose prejudices may be dispelled by a patient, moderate, and yet striking and simple presentment of the facts."—Times.

London: GEORGE BELL & SONS, York House, Portugal Street, W.C.

MESSRS. BELL'S BOOKS

A Detailed Catalogue of Classical Books will be sent post free on Application.

Mr. Rogers' Aristophanes.

THE PLAYS OF ARISTOPHANES.

The Greek Text Revised and a Metrical Translation on opposite pages, together with Introduction and Commentary. BY BENJAMIN BICKLEY ROGERS, M.A.

Now READY.

THE FROGS AND THE ECCLESIAZUSAE. 15s. Or separately, FROGS, Ios. 6d.; EOOLESIAZUSAE. 7s. 6d.

THE THESMOPHORIAZUSAE. 7s. 6d.

THE BIRDS. 10s. 6d.

THE PLUTUS OF ARISTOPHANES. gether with an English Translation of the MENAEOHMEI
OF PLAUTUS. By BENJAMIN BICKLEY ROGERS, M.A.
Fcap 4to, 8s. 6d. Also the MENAEOHMEI separately.
Paper Covers, 1s. 6d.

"It is difficult to be grateful enough to Mr. Rogers for his really splendid labours of love and learning. Not only does he seem to have waded through all the commentators, but he has brought to bear upon them a knowledge of the world and a sense of literature which commentators have not always possessed. As for his metrical version, it is delightfully musical and idinatic, and the choruses go sparkling along like those of a Gilbertian play."—

Saturday Review.

Prospectus on application.

RUTILIUS: Rutiili Claudii Namatiani de

Reditu Suo Libri Duo. Edited with Introduction and Notes, Critical and Explanatory, by CHARLES HAINES KEENE, M.A., Professor of Greek in Queen's College, Cork, and translated into English verse by GEORGE FRANCIS SAVAGE-ARMSTRONG, M.A., D.Litt. 8vo. 7s. 6d. net.

"This, the first English edition of an important author, will be indispensable to every Latin scholar. . . . In almost all respects a model of what an edition of such an author should be."—Cambridge Review.

Bohn's Olassical Library.

Full List sent on application.

JUST ISSUED. SMALL POST 8vo. 5s.

LUCRETIUS. A Prose Translation. By H. A. J. MUNRO. Reprinted from the final (fourth) Edition. With an Introduction by J. D. DUFF, M.A. Small post 8vo.

London: GEORGE BELL & SONS. York House, Portugal Street, W.C.

SWAN SONNENSCHEIN & CO., Ld.

TWO NEW BOOKS ON HORACE.

By E. R. GARNSEY, B.A. (SYDNEY).

THE ODES OF HORACE. A Translation and an Exposition. Demy 8vo. 6r.

"No editor of the future will have done his duty who neglects to avail himself of such enlightenment as Mr. Garnsey's Introduction and Exposition afford."—The Nation.

"Mr. Garnsey's work should belp many a classical master to breathe on the dry bones and make them live."—Athenerum.

EPILEGOMENA OF HORAGE. Demy 8vo. 5s. net. All persons concerned with classical literature will need this later contribution to Horatian Commentary. An eminent educational authority has said of it that every one must recognise that the author has treated of

has said of it that every one must recognise that the author has treated of matter after a new and inspiring fashion.

ANCIENT LEGENDS OF ROMAN HISTORY. By ETTOR1 PAIS, Professor of the University of Naples. Translated by MARI E. COSENZA. With numerous Illustrations. Demy 8vo. 15s.

THE CONSTITUTIONAL ANTIQUITIES OF SPARTA ANI ROME. By Dr. G. GILBERT. Translated by E. J. BROOKS, M.A and T. NICKLIN, M.A. With an Introduction by J. E. SANDYS, D.Lit Public Orator in the University of Cambridge. Demy 8vo. 10s. 6d.

ORA MARITIMA SERIES.

Edited by Prof. E. A. SONNENSCHEIN, D.Litt.

NEW YOLUME NOW READY.

THE GREEK WAR OF INDEPENDENCE. A Greek Terfor Beginners, with Notes, Exercises, Vocabularies, and Maps. B CHARLES D. CHAMBERS, M.A. Crown 8vo, cloth, 3s.

This book applies to Greek the methods which Prof. Sonnenschein he expounded in his "Ora Maritima" and "Pro Patria." It is assumed the pupils beginning Greek will have been learning Latin for at least tw years. The Story of the Greek War of Independence (1821-1827) is tol with the use of only about 1,250 words, nearly all of which occur i Thucydides.

- ORA MARITIMA. A Latin Story for Beginners, with Gramms and Exercises. By Prof. E. A. SONNENSCHEIN, D.Litt. Crown 8vc cloth. 2s.
- PRO PATRIA. A Latin Story. Being a Sequel to "Or Maritima," with Grammar and Exercises to the end of the regula Accidence. By Prof. E. A. SONNENSCHEIN, D.Litt. Crown 8vc cloth, 2s. 6d.

SWAN SONNENSCHEIN & CO., 25, High Street, Bloomsbury, W.(

OXFORD UNIVERSITY PRESS.

HOMERICA: EMENDATIONS AND ELUCIDATIONS OF THE ODYSSEY OF HOMER.

By T. L. AGAR. 8vo.

ANCIENT BRITAIN AND THE IN-VASIONS OF JULIUS CAESAR. By T. RICE HOLMES. With 43 Illustrations and 3 May

With 43 Illustrations and 3 Maps. By T. RICE 8vo. 21s. net.

thenseum.—"The vast array of reading it displays shows no sign of hurry or of sping a great subject. . . . This most learned and suggestive book."

THE RISE OF THE GREEK EPIC.

Being a Course of Lectures Delivered at Harvard University. By GILBERT MURRAY. Demy 8vo, cloth, 6s. net.

Nation (Prof. J. B. Bury).—"The strong impression which this brilliant study of one of the two most contentious problems of literature is sure to produce is undoubtedly heightened by the author's resolute skill in steering his argument clear of the controversies that beset his course."

THE WORKS OF ARISTOTLE.

Translated into English under the Editorship of J. A. SMITH and W. D. ROSS. PART I. THE PARVA NATURALIA. De Sensu et Sensibili. De Memoria et Reminiscentia. De Semno. De Somnils. De Divinatione per Semnum. By J. I. BEARE. De Longitudine et Brevitate Vitae. De luventute et Senectute. De Vita et Morte. De Respiratione. By G. R. T. ROSS, 8vo. 3t. 6d. net.

Oxford Library of Translations.

Extra Fcap 8vo, 3s. 6d. net per Volume. NEW VOLUMES.

THE WORKS OF HESIOD. Translated by A. W. MAIR.

TACITUS, OPERA MINORA. Translated W. H. FYFE.

VIRGIL. Translated by J. JACKSON.

PROSPECTUSES ON APPLICATION.

London: HENRY FROWDE. Oxford University Press, Amen Corner, E.C.

BOOKS. BOOKS.

When requiring New or Second-hand books please write us. We hold a large stock, and issue periodically second-hand book catalogues. Classical Books a speciality and School Texts of Greek and Latin authors we are usually able to supply in numbers to Schools.

NEW Copies of Modern Publications offered at a reduction: (1) SEYFFERT, Dr. O. Dictionary of Classical Intiquities, Mythology Religion, Literature, and Art. Revised by Prof. HENRY NETTLE

SHIP and Dr. J. E. SANDYS. Large 4to. 1905. (Pub. 21s.) 7s. 6d (2) GILBERT, Dr. G. Constitutional Antiquities of Sparts and Athen Translated by C. J. BROOKS and T. NICKLIN, and with Introduction

by Dr. J. E. SANDYS. 8vo. 1895. (10s. 6d.) 56. 6d. (3) GROTE'S Greece. New Edition, with Portrait, Map, and Plans. 10 vols Crown 8vo. Murray. 1903. (50s.) 25s.

GALLOWAY & PORTER. University Booksellers. Cambridge, England,

MURRAY'S CLASSICAL HANDY

Edited by G. B. GRUNDY, M.A., D.Litt., Fellow and Tutor of Corpus Christi College, Oxford.

These Maps are now recognized as the best and most convenient in existence for the use of students at the universities and in the upper classes of schools.

The old method of engraving and hatching the mountain ranges has been exchanged for that of colouring the contours with flat brown and green tints, which is acknowledged to be the best and most intelligible way of denoting the configuration of the land. A SEPARATE INDEX IS INCLUDED WITH EACH MAP.

LIST OF MAPS IN THE SERIES:

GRAECIA. Northern Greece South and Peloponnesus.

3s. cloth; 1s. 6d. net, paper.

GALLIA. One sheet, 2s. cloth; 1s. net, paper.

BRITANNIA. One sheet, 2s. cloth; 1s. net, paper.

HISPANIA. One sheet, 2s. cloth; 1s. net, paper.

ITALIA. Northern Italy Seuth and Sicily. Two sheets in one case, 3s. cloth; 1s. 6d, net, paper.

GERMANIA, RHAETIA, ILLYRIA, MOESIA, etc. One sheet, 2s. cloth; 1s. net, paper.

12. net, paper.

PALESTINE, SYRIA, and part of MESOPOTAMIA, and a Map showing St. Paul's Voyages. Three maps on one sheet, ss. cloth; 12. net, paper.

THE ROMAN EMPIRE (at different epochs). Two Maps on one sheet, ss. cloth;

18. net, paper.

The EASTERN EMPIRES including EGYPT. Two Maps on one sheet, as. cloth;

The EASTEKN Emeracians

1s. net, paper.

*ASIA MINUR. One sheet, 2s. cloth; 1s. net, paper.

*MARE ABGARUM, etc. One sheet, 2s. cloth; 1s. net, paper.

By cloth is meant that the Maps are mounted on linen and bound in a cloth case; by paper, that they are unmounted and bound in a paper cover.

These Maps are distinct from those in Murray's Small Classical Atlas, and are considerably larger.

*Edited by Mr. J. G. Anderson, Christ Church, Oxford.

JOHN MURRAY, ALBEMARLE STREET, W.

A SELECTION FROM

MESSRS. CONSTABLE'S LIST.

BOISSIER, PROFESSOR GASTON. TACITUS, AND OTHER ROMAN STUDIES. Translated by W. G. HUTCHISON. Demy 8vo. 6s. net.

The Bestman says:—"The study of Tacitus is as able a piece of scholarly writing as we can remember to have read for a long time. The book has a historical importance almost as great as its literary meeth."

COURTNEY, W. P. A REGISTER OF NATIONAL BIBLIOGRAPHY. With a Selection of the Chief Bibliographical Books and Articles printed in other Countries. s Vols. Demy 8vo. 3rs. 6d. net.

The work is a bibliography of bibliographies drawn up in the form of a dictionary of subjects. It will prove of inestimable value to librarians, journalists, and to all who are engaged in literary pursuits.

GOODSPEED, GEORGE STEPHEN, Ph.D. (Professor of Ancient History in the University of Chicago). A History of THE ANCIENT WORLD (about 4,000 B.C.—800 A.D.). With numerous Illustrations, many in colour, Maps and Plans. Large Crown 8vo. 7s. 6d. net.

Colord Magazine: "The style is precise and clear, and the book equipped with plans, maps, charts, bibliographics, outline reviews, and excellent illustrations."

The Athenanum says:—"We can speak with great satisfaction of the interest of the book.
The Times says:—"It will widen the outlook of every historical student who consults it."

PHILIP SANFORD MARDEN. GREECE AND THE ÆGEAN ISLANDS. Fully Illustrated. Crown 8vo. 218. 6d. net.

The Delty Chronicle says.—" The book is to be commended to intending travellers to Greece; practical suggestions are blended with accurate description."

PROPERTIUS. SEXTI PROPERTI OPERA OMNIA. With a Commentary by HAROLD E. BUTLER, Fellow, Tutor, and Librarian, New College, Oxford. Crown 8vo. 8s. 6d. net.

The Athenaum says:—"Mr. Butler has done his work with sound judgment and great care."

THRING, REV. EDWARD (late Headmaster of Uppingham). THE AGAMEMNON OF ESCHYLUS. Translated into English Verse. Crown 8vo. Cloth, 3s. 6d. net. Full limp leather, ros. 6d. net.

WINBOLT, S. E., M.A. THE VIRGIL POCKET BOOK (Virgilii Musa.). With an Introduction by Arthur Sidgwick. Cloth, ss. net. Consolatrix). With Leather, 25. 6d. net.

TIME TABLE OF MODERN HISTORY, A.D. 400—1870. New and Cheaper Edition. Oblong Folio. Cloth, 8s. 6d. net.
CONTENTS: Parallel Tables; Genealogical Tables; Ruling Monarchs; General Chart of Ancient and Modern History; Index.

RELIGIONS: ANCIENT AND MODERN.

The sallent features of the Great Religions of the Human Race. Cloth, 1s. net each.

The following Volumes are now ready.

THE RELIGION OF ANCIENT GREECE. By JANE HARRISON.
THE RELIGION OF ANCIENT ROME. By CYRIL BAILEY, M.A.

Animism. By Edward Clodd. Pantheism. By J. A. Picton. Celtic Religion. By Prof. ANWYL. Mythology of Ancient Britain and Ireland. By Charles Squire.

Religion of Ancient Egypt. By Prof. W. M. FLINDERS PETRIE. Scandinavian Religion. By W.

A. CRAIGIE,

Magic and Fetishism. By Dr.
A. C. HADDON.

Mythology of Mexico and Peru. By Lewis Spence, M.A. Hinduism. By Dr. L. D. BARNETT.

Religion of Ancient China. By Prof. Giles.
Religion of Babylonia and Assyria. By Theophilus G. Pinches.
Islam. By AMER ALI SYED, M.A.
Judaism. By ISRAEL ABRAHAMS.
Shinto: The Ancient Religion of Japan. By W. G. Aston, C.M.G., LL.D.

Please Write for Catalogue and Detailed Prespectuses.

London: A. CONSTABLE & CO. Ltd, 10 Orange Street, W.C.

SECOND-HAND BOOKS AT HALF PRICES!!

NEW BOOKS at 25 per cent. Discount!

Books on Classical, Scientific, Technical, Educational Law, Medical and ALL other subjects supplied Sent on Approval. State Wants.

OATALOGUES FREE.

BOOKS BOUGHT.

Best Prices Given.

B. & F. FOYLE. 135, CHARING CROSS ROAD, LONDON, W.C.

THE ANNALS OF TACITUS. For English Readers
Book I.-VI. An English Translation with Introduction and Notes. By GEORGE G. RAMSAY, Litt.D., LL.D., Professor of Humanity in the University of Glasgow; Editor of Selections from Tibullus and Properties. Latin Prose Composition, etc. With Maps, etc. Demy 8vo, 15s. net.

"... Dr. Ramsay has achieved no mean feat in this age of vulgar verbosity by his strength, clearness, and dignity of style."—Atheneum.
"The present translator's version will, one may feel confident, hold the field many years. Professor Ramsay has produced a version more like Tacitus in English that any of those coming before."—Vanity Fair.

VIRGIL'S MESSIANIC ECLOGUE. Its Meaning, Occasion, and Seurces. Three Studies by the Rev. Joseph B. Mayor, Litt.D., W. Warde Fowler, and Professor R. S. Conway, Litt.D. With the Text of the Ecloque and a Versa Translation by Prof. R. S. Conway. Crown 8vo. 21. 6d. net.

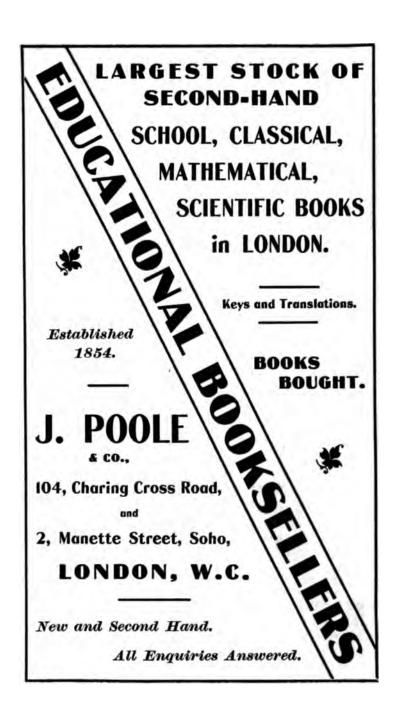
"A most attractive little book. . . . The whole treatment of this prophetic question and of the Sibylline Oracles, is worthy of the veteran scholar, whose contribution closes a book which in a small compass contains so much of imagination and of interest Professor Mayor is to be congratulated alike on his courage and on his coadjutors in this effort at poetic interpretation."—The Times.

LUCRETIUS, Epicurean and Poet.
Masson, LL.D. 12s. net. By John Masson, LL.D.

"A thorough and profoundly studied treatise. The book deserves a welcome, for is succeeds by admirable patience and skill in climbing to dizzy heights of scholarship and speculation, in giving Lucretius the freedom of the city of knowledge, and in showing that materialism is far from being so black as some theologians have painted it. There could be no better introduction to the study of a poet whom thoughtful men of all ages must continue to admire."—Scotsman.

"A singularly brilliant account of the philosophy of Lucretius in its entire range."—The Standard.

JOHN MURRAY, ALBEMARLE STREET, W.



SECOND EDITION, WITH ADDENDA containing authoritative information of the most recent discoveries of 1907.

With Illustrations, including a Plan of the Palace of Knossos, incorporating the results of the three seasons' work since the last Plan was published in B.S.A. viii. (1902). Demy 800. Price 5/n net.

THE DISCOVERIES IN CRETE

AND THEIR BEARING ON THE HISTORY OF EARLY CIVILISATION.

By RONALD M. BURROWS,

Professor of Greek in University College, Cardiff.

"C'est un ouvrage historique, conçu et exécuté par un savant familiarisé avec les hauts problèmes d'erudition et armé par de vastes lectures . . . ce livre doit être mis en très bonne place dans la bibliothèque de tous ceux qui s'occupent de la Crète du roi Minos."—M. E. POTTIER in *The Saturday Review*.

"With minute diligence, with great learning, and with unflagging brightness of style, he has brought into a compact whole all this cultured knowledge; and what is more, he has done so with no loss of mental balance or historical perspective."—MR. GILBERT MURRAY in *The Nation*.

"In the admirable book before us, Prof. Burrows has examined the Knossos and Gournia excavations on the spot; he has mastered [here follows a long list of authorities], and from this vast and intricate toil he emerges with triumphant vitality."—Manchester Guardian.

"A book which should be read and no doubt will be read.... Prof. Burrows, a scholar well equipped, ... gives full references to original authorities, so that his book may not only serve as a general introduction to a study of the discoveries, but as a bibliographical guide for students who wish to pursue it seriously."—*Times*.

JOHN MURRAY, ALBEMARLE STREET, W.

MR. MURRAY'S LIST

PART I. READY SHORTLY

Limen: A First Latin Book. By W. C. Flamstead Walters, M.A., Professor of Classical Literature in King's College, London, and R. S. Conway, Litt.D., Professor of Latin in the University of Manchester. Extract from the Profess:—"We have tried to provide the Grammatical Staple of a three or four years' Course for boys who begin Latin when they are about eleven years old; and also, if some of the exercises be omitted, a two years' Course for those who cannot begin till thirteen or fourteen. In either case we mean our Limen to mark what used to be called the Fourth Form Standard—in other words, to enable the average boy or girl in the average school to matriculate in any British University, so far as Latin is concerned; and to fit a bright boy or girl in a large school to begin a more specialised course of Classics. In order to make this possible, we have sacrificed a good deal of lumber—information, that is, relating to all that is abnormal and unusual in Accidence and Syntax, but we venture to hope that we have sacrificed nothing else."

NEW EDITION

Latin Translation at Sight. Passages of Graduated Difficulty, carefully selected from Latin Authors, with Explanations, Notes, etc. By Professor T. D. Hall, M.A. Revised Edition. Crown 8vo. 1s.

BY JOHN THOMPSON, M.A.

Late Scholar of Christ's College, Cambridge; Senior Classical Master, High School, Dublin.

An Elementary Greek Grammar for Schools. Crown 8vo.
Part I.—Accidence, 1s. 6d. Part II.—Syntax, 1s. 6d. Complete
with Indexes, 3s.

with indexes, 35.

The object of the present book is to give in a form suitable for beginners the elements of Greek Grammar. Owing to the great importance of the appeal to the eye in the case of young students, special attention has been paid to the type and arrangement of the printed matter. Attic Greek only has been included, and the usages of poetry distinguished throughout from those of prose. Unnecessary and unusual forms have been left out, and the author has endeavoured to state all the requisite facts both of accidence and syntax in the clearest possible manner. At the same time advantage has been taken of the developments of modern scholarship, so that the work may be thoroughly up to date.

Greek Grammar Accidence and Syntax for Schools and Colleges. Crown 8vo. 6s.

These texts have been specially prepared with the intention of carrying out the recommendations of the Classical Association—that Greek should be taught for reading purposes, and not for the acquisition of a mass of useless grammatical detail.

- The "Andromache" of Euripides. Edited, with Introduction, Notes, Vocabulary, and Appendix by Gilbert Norwood, B.A., Fellow of St. John's College, Cambridge, and Assistant Lecturer in Classics in the Victoria University of Manchester. Crown 8vo, 2s. 6d.
- Selections from Thucydides, Book VI. [§§ 30—53 and 60—105 (end)]. The First Part of the Sicilian Expedition. Edited for Beginners in Greek, with Introduction. Notes, Vocabulary and Maps, by Percy Ure, Assistant Lecturer in Greek, University College, Cardiff. Crown 8vo. 2s. 6d.
- Murray's Small Classical Atlas for Schools. Edited by G. B. Grundy, M.A., D.Litt., Fellow and Tutor of Corpus Christi College, Oxford. Folio (14\frac{1}{2} \times 9\frac{3}{2} \text{ in.}).

In use at most of the leading public schools.

JOHN MURRAY, ALBEMARLE STREET, W.

CAMBRIDGE UNIVERSITY PRESS.

A BOOK OF QREEK VERSE. By WALTER HEADLAM, Litt.D., Fellow of King's College.

"Many of Dr. Headlam's renderings approach perfection in diction and rhythm, and are inspired by a feeling for poetry which is as rare as it is delightful. By disclosing beauties over which ordinary translators cast a thick veil, his book will help readers ignorant of Greek to understand and share the enthusiasm which that literature excites in its votaries. The Greek

Crown 8vo, 6s. net. cast a thick veil, his book will help readers ignorant of Greek to understand and share the enthusiasm which that literature excites in its votaries. The Greek versions we have no space to review in detail, and can only record our belief that they are not surpassed, if indeed they are equalled, by any existing productions of the same kind. Some fifty pages of notes, full of erudition and fine criticism, complete the volume, which appears at an opportune moment to defend the cause of classical education, and encourage those advocates of reform who desire that Latin and Greek should be taught, not as dead languages, but as living literature."

—Athenaum.

ARISTOTLE: DE ANIMA. With Translation, Introduction, and Notes by R. D. HICKS, M.A., Fellow and late Lecturer of Trinity College, Cambridge.

The first English edition of this treatise appeared in 1882 under the title of "Aristotle's Psychology in Greek and English," with Introduction and Notes by EDWIN WALLACE, and has been for some time out of print. In preparing the present, independent, edition,

Royal 8vo, 18s. net.

EDWIN WALLACE, and has been for some time out of print. In preparing the present, independent, edition, the Editor has made full use of the fresh materials which have accumulated owing to the researches of the last quarter of a century, especially the critical edition of De Anima by the late WILLIAM BIEHL, and the series of Aristotelian Commentaries re-edited under the auspices of the Berlin Academy.

OAMBRIDGE COMPOSITIONS: GREEK AND LATIN. Edited by R. D. ARCHER-HIND, M.A., and R. D. HICKS, M.A., Fellows of Trinity College, Cambridge. Crown 8vo. Cloth extra, gilt top. 10s.

TRANSLATIONS INTO GREEK VERSE AND PROSE. By R. D. Archer-Hind, M.A. Crown 8vo. 6s, net.

LATIN AND GREEK VERSE. By Rev. THOMAS SAUNDERS EVANS, M.A., D.D. Edited, with Memoir, by the Rev. JOSEPH WAITE, M.A., D.D. Crown 8vo. 7s. 6d.

TRANSLATIONS INTO GREEK AND LATIN VERSE. By Sir R. C. Jebb, Litt.D., O.M. Second Edition. Fcp. 4to. 7s. 6d. net.

DEMONSTRATIONS IN GREEK IAMBIC VERSE. By W. H. D. ROUSE, Litt.D., Head Master of the Perse School. Crown 8vo. 6s.

GREEK AND LATIN COMPOSITIONS. By RICHARD SHILLETO, M.A. Crown 8vo. 7s. 6d. net.

Cambridge University Press Warehouse, Fetter Lane, London. C. F. CLAY, Manager.

CLASSICAL ASSOCIATION

PROCEEDINGS 1907

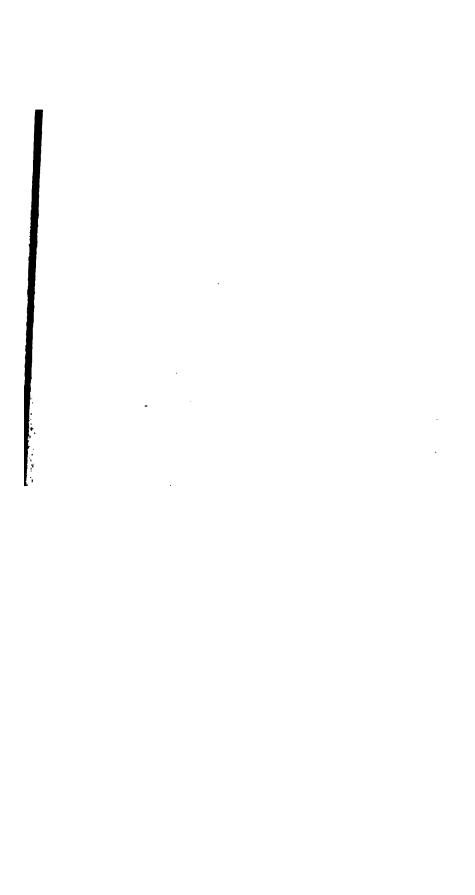
(VOLUME V)

WITH RULES AND LIST OF MEMBERS

LONDON JOHN MURRAY, ALBEMARLE STREET, W. 1908 PRINTED BY MARELL, WATSON AND VINEY, LD., LONDON AND AYLESBURY.

CONTENTS

PROCEEDINGS OF THE FIFTH GENERAL MEETING:-	
FRIDAY, OCTOBER 18TH, 1907	
MR. S. H. BUTCHER: "GREEK AND THE CLASSICAL RENAISSANCE OF TO-DAY"	33
PROFESSOR W. G. HALE: "THE HERITAGE OF UNREASON IN SYNTACTICAL METHOD"	
MISS J. E. HARRISON: "THE PILLAR AND THE MAIDIN".	
MR. R. M. DAWKINS: "THE EXCAVATIONS OF THE BRITISH SCHOOL AT ATHENS"	79
MR. W. WARDE FOWLER: "THE DECAY OF ROMAN HOME LIFE SHOWN FROM THE HISTORY OF THE ROMAN HOUSE".	83
INDEX TO THE PROCEEDINGS	93
INTERIM REPORT OF THE PRONUNCIATION COMMITTEE ON THE PRONUNCIATION OF GREEK .	
REPORT OF THE CURRICULA COMMITTEE ON THE TEACHING OF LATIN IN SECONDARY SCHOOLS .	98
STATEMENT OF ACCOUNTS TO DECEMBER 31st, 1907	112
APPENDIX:-	
ADDRESS TO THE ITALIAN SOCIETY FOR THE DIFFUSION AND	
ENCOURAGEMENT OF CLASSICAL STUDIES	117
Officers and Council	119
Rules	
NAMES AND ADDRESSES OF MEMBERS, 1908	
TOPOGRAPHICAL LIST OF MEMBERS	



FIFTH GENERAL MEETING, CAMBRIDGE, 1907

FRIDAY, OCTOBER 18TH.

AT 2.80 p.m. the President (Mr. S. H. BUTCHER, M.P.) took the chair, and called on Professor R. S. Conway to move the adoption of the Report of the Committee on the Pronunciation of Greek.¹

Professor Conway began by expressing the feelings of the old students of Cambridge who were met under the shelter of their old University to discuss the studies which they loved. He proceeded:

"The subject which I am to bring before you on behalf of the Committee is not unimportant in the present position of classical studies. Teachers of Classics are now subject to much fiercer competition than ever before, and it behoves us to lay aside every weight of prejudice and the effect of custom which doth so easily beset us. This Association has already done a great service to Classics by the resolution passed last year in favour of the restored pronunciation of Latin; and the Committee felt bound, in logical sequence and in common sense, to proceed at once to the question of Greek. It has done so, and the result is the present scheme, which is put forward, not as complete or final, but as approximate and practicable. If it errs, it errs on the side of moderation. As a member of the Council said to me, there is not enough in these proposals to frighten a mouse. If any one here is frightened, let him consider exactly what it is that he fears.

"What is to be said for the present practice? Why should

¹ The Report is printed on p. 95.

you teach a boy to pronounce a Latin word right—say mūsa—and then, when he begins Greek, suddenly ask him to pronounce it like the English mouser? Why should he pronounce the same word one way in Virgil and another in Homer? Such a contradiction must puzzle the most intelligent schoolboy; such inconsistency must defeat itself.

"A child who has been pronouncing Latin correctly for three or four years will need next to no instruction in the correct pronunciation of Greek. For twelve years I have used this new pronunciation of Greek both in teaching Greek and in quoting it in Latin lessons, and I have never failed to make myself understood. Why should boys be in doubt whether τείνω or τίνω is meant, simply because for the last three centuries the influence of the English accent has had a powerful influence to change the vowel sounds? The two words are perfectly easy to distinguish. The Committee do not think it impossible for an English schoolboy to acquire a correct pronunciation even of the open e, as in the French word mère, still less of the ω. But, though possible, it is difficult. In Scotland, indeed, and in some parts of England, the open e is common; but elsewhere, notably in London and the south, the open vowels are rare. In view of such local difficulties, a purely voluntary association like ours can only set forth the true sounds, and, if some teachers cannot overcome the force of habit, we must wait till they die out. If a schoolmaster feels that he cannot make use of our information, we only ask that he will let his boys know the facts.

"With regard to η and $\epsilon\iota$, we cannot say exactly to what part of the palate the tongue was drawn near in producing $\epsilon\iota$; but we know that the sound was nearer to the diphthong of the French fie than to that of the English eye (the Welsh ei is an intermediate sound). Here then we do the best we can; and for the sake of differences important to maintain, such as that between Indicative and Subjunctive, we do not altogether prohibit the pronunciation of $\epsilon\iota$ like the English eye.

"Then there is v: a difficult sound, perhaps, to introduce; yet in most schools children now learn to pronounce the French u from the age of six, and why should they not make the same sound in Greek later on? A subsidiary advantage will be that they will no longer be perplexed by the y in the Latin forms of Greek words.

"To confirm what I said of the importance of pronunciation, may I, in closing, quote a remark made to me the other day by a business man in Manchester? He said, 'I have sent my boy to three schools in succession, and with every change of school he was obliged to change his pronunciation of Latin. Your Association, by settling a uniform pronunciation, removes the reproach that teachers of Latin do not know the subject they profess to teach.'

"One thing is certain, that there will be no peace in the educational world till some reasonable scheme is adopted for a uniform and correct pronunciation of Greek. The Committee has done its best to take practical difficulties into account; and I appeal to you, on behalf of the Committee, not to put back the clock. Do not say, 'Last year we corrected our Latin, but we would rather be incorrect in Greek a little longer.' That is not fair to the children. When they have learned to pronounce Latin correctly, and pass on to a far more beautiful language, whose literature is one of the treasures of the world, surely we must not put a ridiculous hindrance in their way."

Mr. W. G. Rushbrooke, who was called upon to second the motion, wished very heartily to support it on behalf of the schools in which the restored pronunciation was in use. In the four or five years since its adoption at St. Olave's no difficulty had been found; the work of the beginners was simplified by it, and the elder boys, as soon as it was introduced to them, had taken it up with enthusiasm.

Professor E. A. Sonnenschein.—"I am entirely in sympathy with the idea of reform; but I should like to call attention to the fact that this scheme is put forward for general adoption, and the sounds are set down as approxima-

THE CLASSICAL ASSOCIATION

tions which for teaching purposes may be regarded as practicable.' In the main the Committee has undoubtedly been very successful in reconciling theory with practice; but I do not agree with the sounds recommended for n and e, scientifically correct as they are. Professor Conway says we have no compulsory powers; true, but we have a very great responsibility—and if we recommend the adoption of sounds which will cause pupils and teachers much labour to acquire, some conscientious persons will try to carry out our recommendations literally, and the question will arise whether the game is worth the candle. In practice I think it sufficient if teachers and pupils use for η and ω the same sounds as we recommended for \bar{e} and \bar{o} in Latin, namely, the close \bar{e} , as in 'prey,' and the close o, as in 'note.' The open sounds do not naturally rise to the pupil's lips, except perhaps in reading the line of Kratinos:

ό δ' ηλίθιος ώσπερ πρόβατον " βη βη " λέγων βαδίζει.

He does not naturally pronounce φδή as awdä. Why? Because in most modern European languages the long e and o tend to be close vowels, as the short e and o tend to be open. In Greek, unfortunately, it is the other way about. It is only when η and ω come before ρ that we are by nature disposed to give them the open sounds—e.g. in ηρως, ωρα (25 in 'there' and 'bore'). Further, the recommendation of the Committee involves a different treatment of corresponding letters in Greek and Latin; we should have to pronounce lego and res with the close o and e, λέγω and Apps with the open \bar{o} and \bar{e} . In regard to ϵ and o, the Committee does not recommend the scientifically correct sounds, close & and close ŏ; and quite rightly, because these sounds are difficult for English lips to produce. The principle that practice has claims as well as science was recognised by our President in introducing the Report on Latin Pronunciation last year; and it is emphatically endorsed by Blass in his book on Greek pronunciation (English translation, p. 27). From this point of view I feel doubtful also about the pronunciation of v as the French u, but I shall reserve criticism till η and ω have been considered."

Professor J. W. MACKAIL.—" I think that if the report of the Committee is accepted as amended in this particular, we shall be in a better position towards a real and practical reform. In point of fact, the arguments for the amendment seem to me to have been put very clearly and decisively by Professor Conway. The gist of his speech was that we should so organise the reform of Greek pronunciation, that a boy who has been learning Latin already should have little fresh to learn in pronunciation when he begins Greek. In the next few years the reformed Latin pronunciation will probably be all but universal. As soon as that has happened, it is obvious that the natural tendency of things will be that Greek pronunciation will follow Latin pronunciation. Is it wise, even in order to gain additional scientific accuracy, to put a stumbling-block in the way of that natural process? The question is not so much what you can do in teaching boys, and what they can do with their vocal organs, as what is worth doing; and it would be a stumbling-block to the boys if they have a separate set of rules for the pronunciation of these vowels in Greek. I am not at all certain that in schools which have adopted the new system of Latin pronunciation the signs assigned to long e and long o are actually being followed. It is likely that these schools anglify them, and if so, the case will be the same in Greek. When we have got reformed pronunciation in both languages established, we can then proceed to make it more accurate. In the meantime, the great thing is to get it introduced."

Mr. F. M. CORNFORD suggested that the restored pronunciation of Greek should be introduced in the schools gradually, first into the lower forms and later into the higher, and that, in order to encourage the schools to adopt the reform, University teachers be asked to introduce the restored pronunciation in the Michaelmas term of 1910. The only way to start the new pronunciation was to carry it up through

the schools, and then let the Universities take it up a few years hence.

Dr. J. E. SANDYS recounted the history of Greek pronunciation in Cambridge. In 1528 Erasmus published his dialogue between the Lion and the Bear, and from 1535 onwards the Erasmian pronunciation was gradually introduced in Cambridge by Thomas Smith, John Cheke, and Roger Ascham, until in 1542 the Chancellor, Stephen Gardiner, decreed a prompt return to the old Byzantine pronunciation. This decree was rigorously enforced in 1554, but, after the accession of Elizabeth, the Erasmian pronunciation came into general use in England. "By this revived pronuncia-' says Sir Thomas Smith, "were displayed the flower and the fulness of the Greek language, the variety of sounds, the grandeur of diphthongs, the majesty of long vowels, the luminous order and the grace of distinct speech." It should be noticed that the old Erasmian pronunciation of the vowels was the same as that already in use in France, while the modern English pronunciation of the vowels is the same as that of the English vowels. The report of the Committee was welcome as practically advocating a return to the true Erasmian pronunciation, as opposed to the present degenerate English variety of it.

"As to the report itself," Dr. Sandys proceeded, "under the heading of Quantity on page 1 there is a certain infelicity in saying that the short vowels are to be distinguished from the long vowels by prolongation. We should transpose the two clauses, thus: 'The long vowels should be carefully distinguished from the short vowels by prolongation and not by stress.' Under the consonants, there is no suggestion as to the pronunciation of ζ . Finally, on the last line of the last page, I notice 'the word $\chi\theta\sigma\nu\delta$'s is pronounced with one aspirate only.' Does this mean that it is so pronounced, and if so, by whom? or that it ought to be so pronounced, and if so, how? What is the exact meaning of 'aspirate' in this phrase? Ought the word to be pronounced chthonos, or ch-tonos, or ch-tonos?

THE PRONUNCIATION OF GREEK

"I congratulate the Committee on their caution in deferring the difficult question of accent. So far as it goes, the report, I think, deserves approval; but it needs some slight revision. I trust that the Committee will proceed with their work, and bring it to a successful conclusion."

Mrs. Agnes Lewis drew attention to the pronunciation of the diphthong ev. On more than one ancient inscription, and on the very latest papyri discovered in Egypt, we find the word $\beta a \sigma i \lambda e \dot{\nu}_{S}$ written $\beta a \sigma i \lambda e F_{S}$; and in every nation where the everlasting Gospel has been preached, in English and in Latin, it is called the Evangel, or Evangelium. Why then in Greek alone are we not to be allowed to pronounce it Evangelion?

The Rev. A. Sloman suggested that an appendix should be added to the Report, saying how aspirates were pronounced at the beginning of words.

Professor R. M. Burrows deprecated the idea that there should be one standard for the teacher and another for the pupil. It was far better for the teacher to waive a little of his theoretical correctness, if the pupil could not be expected to make a particular sound. An eminent lecturer on philology at Oxford could not account for his failure in teaching the o sounds, till he looked at his best student's note-book and found that he had consistently written ws as 'horse.'

After short speeches by Mr. A. B. Cook, Professor W. RIDGEWAY, and Mr. A. J. F. Collins,

The Rev. W. C. Compton said that, if the Committee reconsidered its Report, he hoped that the usual pronunciation of ζ as a double consonant would be maintained. To go back to the simple sound of z would be a loss.

The Rev. Dr. W. A. Heard said that in Scotland the practice was to make the pronunciation of Greek and Latin as nearly alike as possible. Schools had a very practical way of getting rid of stumbling-blocks, and he hoped that the recommendations of the Report would be carried out.

After some further debate, Mr. A. E. Bernays suggested

that the Report should be referred to the Committee for reconsideration; and it was proposed by Professor RIDGEWAY, seconded by Mr. E. HARRISON, and carried nem. con.:

"That the general principle embodied in the Report be approved, but that certain points be reserved for future consideration."

At 4.45 p.m. the Association met again in the Senate House, when the PRESIDENT delivered an address on "Greek and the Classical Renaissance of To-day," and Professor W. G. Hale, of the University of Chicago, read a short paper on "The Heritage of Unreason in Syntactical Method."

At 9 p.m. the members were received by the Vice-Chancellor of the University (the Rev. E. S. ROBERTS, Master of Gonville and Caius) and Mrs. Stewart Roberts and by the President of the Association, in the Hall and Combination Rooms of Gonville and Caius College and in the Master's Lodge. In the course of the evening short lectures, illustrated by lantern-slides, were given by Miss J. E. Harrison, Litt.D., Fellow of Newnham, on "The Pillar and the Maiden," and by Mr. R. M. Dawkins, Fellow of Emmanuel and Director of the British School at Athens, on "The Excavations of the British School at Athens"; and Mr. Clive Carey, of Clare, recited the parabasis of the Birds of Aristophanes, with a pianoforte accompaniment by Dr. Charles Wood.

SATURDAY, OCTOBER 19th

At 9.45 a.m. the Association met in the Senate House, and Mr. W. WARDE FOWLER read a short paper on "The Decay of Roman Home Life, illustrated by the History of the Roman House." 5

¹ P. 33. ² P. 53. ³ P. 65. ⁴ P. 79. ⁶ P. 83.

At 10.80 the minutes of the last General Meeting were taken as read. Apologies for absence from the meeting were received from Sir Archibald Geikie, Vice-President, and the Vice-Chancellor of the University of Oxford (Dr. T. H. Warren). Professor Sonnenschein (Honorary Secretary) read the Report of the Council for 1907, as follows:—

"The Council has much satisfaction in reporting that the increase in the number of members and the progress of the Association's work in various directions indicate that the Association is full of life and vigour and may safely look forward to a period of continued prosperity in the future. At the general meeting of October, 1906, the membership stood at about 1,140: it now stands at about 1,250.

"The membership of the two Local Branches of Manchester and Birmingham has increased, and additional local correspondents have been appointed for Adelaide, S. Australia; Cambridge (Christ's, Clare, Jesus, King's, Magdalene, Pembroke, Sidney Sussex and Trinity Colleges); Oxford (Exeter, Hertford, Jesus, Merton, New, Queen's and St. John's Colleges). There are now altogether 48 local correspondents, viz. at Aberystwith; Bangor; Bedford College, London; Bradford; Brighton; Bromley; Cambridge (11); Canterbury; Cardiff; Cheltenham (2); Dublin (2); Englefield Green; Galway; King's College, London; Kensington; Leeds; Liverpool; Oxford (10); Sheffield; Wimbledon; Winchester; Windsor; Adelaide, S. Australia; Columbia University, U.S.A.; Rangoon; Vassar College, U.S.A.; Upper Canada College, Toronto.

"The Council has been glad to hear that the movement for creating a Classical Association for Ireland has made considerable progress during the past year and promises to lead to a successful issue in the near future, and it congratulates the scholars, representative of very varied educational interests in Ireland, who have taken a leading part in the movement. The Council has also heard with pleasure of a proposal to establish a Classical Association in South Africa.

"Last year the Association petitioned the Universities of Oxford and Cambridge 'to take into consideration the abolition of the separate Greek Grammar paper at Responsions and the Previous Examination respectively, and the substitution for it of an easy paper in unprepared translation.' The University of Cambridge has abolished the separate paper on Greek and Latin Grammar, and the questions in Grammar are now included in the papers on the set books or in the equivalent paper, and are such as arise from or are suggested by the passages given for translation. (Grace of the Senate, January 17th, 1907.) The Hebdomadal Council of the University of Oxford has accepted the principle of the petition of the Classical Association and has drafted a statute embodying it—that is to say, providing that the examinations in the Greek and Latin languages in Responsions shall consist of translation of unprepared passages into English, together with questions on grammar arising out of the passages selected for translation. This statute will very shortly be brought before the University.

"Special facilities were offered to members for an Easter tour to Italy and Rome; but owing to the circumstances that the University vacations and the public school holidays fell at different times, only a comparatively small number availed themselves of them. Those who did appear to have been quite satisfied with their experiences and to have gratefully appreciated the assistance and information which Dr. Ashby, the Director, and other officials of the British School at Rome placed at their disposal.

"About the same time the newly founded Italian Society, which corresponds to the Classical Association, held its second congress in Rome. A Latin address of sympathy and congratulation, written by Dr. Postgate, was presented by Dr. Ashby and appreciatively received.

"The Executive Committee of the Manchester Branch has discovered Roman remains of the first century, only six feet below the present surface, on an unoccupied site in the centre

¹ This address is printed on p. 117.

THE REPORT OF THE COUNCIL

of Manchester, and this aroused great local interest. The sum of £450 to complete the excavation and publish the results was raised at a public meeting called by the Lord Mayor of Manchester, and the volume is to appear in January.

"The Balance Sheet for the year ending December 31st, 1906, was printed in the last volume of *Proceedings* (pp. 66 and 67) and is submitted for approval. A corresponding Balance Sheet will be ready at the end of the present year.\(^1\) Meanwhile it will be satisfactory to members to know that the receipts for the year 1907 are about £150 in excess of the expenditure, and that the Association has a sum of £600 invested or on deposit.

"The first volume of the publication inaugurated by the Investigations Committee has been published under the title of The Year's Work in Classical Studies, under the editorship of Dr. Rouse. The volume was supplied to members at a reduced price of 1s. 6d. (with postage 1s. 9d.) instead of 2s. 6d., and 283 members subscribed for it; 181 copies were also sold at the trade price. These sales are insufficient to cover the cost of production, and the Council feels that the continuance of the publication in the future must depend on the amount of support it receives from the members of the Association. The publication of this volume may have escaped the attention of some members who would wish to purchase copies.

"The scheme of Latin pronunciation recommended by the Pronunciation Committee, and adopted at the general meeting in October, 1906, has been published by Mr. John Murray in the form of a pamphlet entitled *The Pronunciation of Latin*, which has had a sale of nearly 500 copies. The scheme has also been officially adopted by the Board of Education, and is now in use in a very large number of secondary schools.

"The Council presents herewith the further report of the Pronunciation Committee appointed March 18th, 1905, 'to consider and report on the best methods of introducing

¹ Printed on p. 112.

a uniform pronunciation of Latin and Greek'; and the concluding report of the Curricula Committee appointed March 18th, 1905, 'to consider in what respects the present school curriculum in Latin and Greek can be lightened and the means of instruction improved.'"

The adoption of the report was proposed by Professor Sonnenschein, seconded by Mr. F. Fletcher, and carried nem. con.

Dr. F. G. Kenyon.—"We have now to elect a President for the next year, and the name which I beg to suggest to you on behalf of the Council is that of the Right Hon. H. Asquith. Mr. Asquith represents the union of public life and scholarship which has been a feature of our English statesmen in the past, and I hope will long continue to be so. We have already had as President for a previous year a distinguished member of the late Cabinet, and the election of Mr. Asquith will show that the Association has no politics. We shall all agree that Mr. Asquith's great abilities could not be better employed than in the cause of classical education."

The motion was seconded by the Rev. T. L. PAPILLON and carried unanimously.

Dr. Kenyon.—"I will now move that our Vice-Presidents, except Mr. Asquith, be re-elected; and I have also five new Vice-Presidents to propose. The first name is that of our present President, Mr. Butcher. I am sure the meeting will be glad of this opportunity of showing in a small way their gratitude for the brilliant and stimulating address that we have heard. Those who have been members of the Council know that Mr. Butcher has been the life and soul of the deliberations of the Association from the very start. I have also to propose the names of the Vice-Chancellor of the University, the Rev. E. S. Roberts, and of Professor W. G. Hale, whom we heard yesterday, and whose presence among our Vice-Presidents will be a sign of the interest that American Colleges have taken from

the first in the work of this Association. I have also to add the names of Dr. Henry Jackson, Regius Professor of Greek at Cambridge, and Professor Mackail, who was the first Treasurer of the Association, and whose address at the first meeting may be described as our original manifesto."

The motion was seconded by Mr. Nowell Smith and carried unanimously.

Dr. Kenyon.—"There are also five vacancies on the Council, and the names submitted for your consideration are:—Mrs. Verrall; Professor Ridgeway; Professor Haverfield, Camden Professor of Ancient History at Oxford; Mr. C. Bailey, Fellow of Balliol College; and Mr. H. Williamson, Treasurer of the Manchester branch since its foundation, whose services were so valuable at the successful meeting which we held last year at Manchester."

The motion was seconded by Mr. J. W. Headlam and carried unanimously.

Dr. Kenyon.—"Finally, there are the Hon. Treasurer and Hon. Secretaries to be appointed. I am very glad to say that no change in those officers is proposed, and the Association will continue to have the benefit of their Professor Walters is proposed as Treasurer, and Professor Sonnenschein and Mr. Harrison as Secretaries. You all know the value of their work, but you do not all know the amount of time which that work consumes: and perhaps I might suggest one or two ways in which the business of the Treasurer might be lessened. One is by paying your subscription for four years at a time in advance, which I believe to be the method most profitable to the Association; and the other is by sending a banker's order, which involves the least trouble. As to lightening the Secretaries' work, I am afraid I can suggest no means. We can only express our gratitude, and hope that they will long continue to give us their help."

The motion was seconded by Mr. GILBERT MURRAY and carried unanimously.

Professor Sonnenschein then moved that the next General Meeting should be held in Birmingham on the 9th and 10th of October, 1908. He quoted the following resolution, which had been proposed by the Bishop of Birmingham, seconded by the Lord Mayor of Birmingham, and unanimously adopted at a meeting of the Local Branch, which was also attended by most of the head masters and head mistresses of the Secondary Schools of Birmingham, and by a number of the prominent clergy, on September 27th:

"That this special meeting of the Committee of the Birmingham and Midland Branch of the Classical Association, together with friends of classical education in Birmingham and the neighbourhood, invite the Classical Association to hold their General Meeting for the year 1908 in Birmingham."

The President.—"This most hospitable offer from Birmingham will, I am sure, be gratefully welcomed by the Association."

The motion was seconded by the Rev. T. L. PAPILLON and carried unanimously.

Professor W. C. F. Walters (Honorary Treasurer).—
"A financial statement has already been made in the Report of the Council. The expenditure so far for the year has been about £170. Of course there are some liabilities, such as the expenses of this meeting and the expenses of the Proceedings to be published at the end of the year. The receipts for the year so far have been £290. Money has come in very freely lately, especially from Cambridge, so that our present balance is nearly £150. This is, of course, merely a temporary position of things for this part of the year. A full balance sheet will be presented with the Proceedings as last year.\(^1\) What I have to do now is to propose that the Association approve and accept the balance sheet for 1906 as given on pages 66 and 67 of the Proceedings for October, 1906.\(^2\)

¹ Printed on p. 112.

The motion was seconded by Mr. M. O. B. CASPARI and carried nem. con.

A motion of which notice had been given, "That members of the Council shall be elected for one year, and shall be re-eligible for two more years in succession," was withdrawn.

Professor W. G. Hale.—"I have the honour to move a vote of thanks to the University of Cambridge for the loan of the Senate House; to the Master and Fellows of Gonville and Caius for the loan of their Hall and Combination Rooms, and to Mrs. Roberts and the Vice-Chancellor for opening the Master's Lodge; to the Committee whose names are on the fourth page of the programme, and to the Hospitality Committee and the ladies who have acted as hostesses; and to the Cambridge Classical Society for its co-operation, and in particular to its President, Professor Ridgeway."

The PRESIDENT.—"The welcome offered to us by Cambridge at this meeting is a thing which we shall not forget, and I do feel especially grateful to the busiest man in Cambridge for having shown us such gracious hospitality. We are also much indebted to those who have worked on the small Committee. They have all done much work which I will not attempt to describe, and I think it is all the more kind of them to take in a hundred guests or more at the moment when there is an impending railway strike, and we might have been left on their hands."

The motion was seconded by Mr. Pope and carried by acclamation.

Mr. Papillon.—"I have pleasure in proposing a vote of thanks to the retiring President. You have already heard from Dr. Kenyon of the work he has done and the service he has been to the Association; you heard for yourselves yesterday afternoon with what grace and force and illumination he can handle the cause for which we are met here; and I think you will agree with me that we ought to carry a

most hearty vote of thanks to Professor Butcher for his services as our President."

The motion was carried by acclamation.

The President.—"I am most grateful to my old friend for proposing this vote. I have felt it to be a high honour to be President of the Association after those much more distinguished men who came before me. I look upon it as a very great delight to feel that in a very small way, as a member of the Council, I can keep in touch with classical education in England; and I will just take this further opportunity of saying what a pleasure it has been to find that there are men busily engaged in teaching in the Universities and in schools, who frequently give up their one holiday in the week and come up from all parts of the country to spend a long day in a dreary city considering how they may best promote the welfare of classical studies. those members of the Council with whom I have worked I would give my warmest thanks, as well as to the Association as a whole.

"Now we come to the Report of the Curricula Committee on the teaching of Latin, and I will call upon Professor Sonnenschein to make a general introductory statement."

Professor Sonnenschein.—"We propose that three resolutions arising out of this Report and expressing its general tendency should be presented separately for adoption, but that the Report as a whole should only be received and entered on the minutes. In moving this, I desire to call attention to one or two general features of the Report.

"Within the last few days a very important Circular (No. 574, dated October 10th) has been issued by the Board of Education, dealing with the teaching of Latin in Secondary Schools, and also two special reports on the teaching of Classics in Prussian Secondary Schools, by Mr. Paton of Manchester and Mr. Fletcher of Marlborough. I think that members of the Association will feel with me that there is a complete agreement on essential principles between the

THE TEACHING OF LATIN

Classical Association and the Board of Education. to the burning question which has formed the subject of a conference between representatives of the Classical Association, the Modern Language Association, and the Incorporated Association of Assistant Masters—the question whether a modern language should be begun before Latin-the Board of Education agree with us in not laying it down as a principle of universal application that it is better to begin with the modern language, while at the same time they recognise, as we do, that there are weighty arguments to be adduced in favour of this procedure. And we have an additional reason for exercising caution in this matter, in so far as we are considering not only schools in which only Latin and no Greek is taught, but also the specially classical schools, called First Grade Schools. What is true of one type of school is not necessarily true of another. Obviously, too, a great deal depends on the way in which Latin is taught. Many of the objections urged against commencing the study at an early age are based upon the assumption that Latin will continue to be taught on old-fashioned lines, and without contact with those newer ideas which have done much to improve the teaching of modern languages, and which may be fruitfully applied to Latin itself. It is pretty clear that if Latin is taught more like a living language it becomes pro tanto less abstract and more suited to an early age of study. Again, if attention is directed to giving the pupils plenty of oral practice and accustoming them to the sounds of the Latin language, as passing from living lip to living ear, Latin acquires some of the merits which are claimed for French as an early study. One great advantage of the study of the first foreign language is that it should loosen the tongues of the pupils and give them a certain freedom of movement in some language other than their own, and this may be done to some extent, at any rate, in Latin if the effort is made. The method which I have in mind does not involve any sacrifice of strict grammatical discipline, nor is it to be identified with a

conversational method of learning, i.e. the use of Latin for the ordinary purposes of the intercourse of life. Ord practice is one thing, conversation another.

"In defining the objects of the study of Latin the Committee touches upon what is really the fundamental question in all such discussions, as the Head Master of Etca has pointed out in The Classical Review of last month. Why do we learn Latin? Do we learn the language in order to read the literature, or do we read the literature in order to learn the language? Whichever of these alternatives one affirms one seems to be ignoring some important aspect of the study. The answer of the Committee is that the object of learning Latin is twofold, (i) the intelligent reading of the more important Latin authors, (ii) a linguistic and logical discipline. Which of these ends is the more important it is not necessary to decide: both are essential; and they are not inconsistent. But when we say 'linguistic and logical discipline' we do not mean Ciceronianism and purism, which killed Latin as a living language at the time of the Renaissance; and when we say 'intelligent reading of Latin authors' we do not mean the treatment of Latin literature as the vehicle of so much information; still less the habit of regarding the authors as a quarry from which gems may be collected for future use in proce or verse composition. In the name of taste and literary form classical teachers have concentrated attention too much on the fine passages, the graceful lyrical turns, the noble thoughts, the felicitous expressions or dainty touches, to the exclusion from view of the meaning or message of a work of literature as a whole. The opposite error—that of regarding the literature as so many documents of historical purport as to the state of ancient society and its relation to the modern world-is one into which Germany at present seems in some danger of falling, in so far as the authors are read for what is called their content or subject-mattersomething which can be expressed in the form of a logical or historical proposition—to the neglect of their human

as the judgment. Hence the stress which is laid by Wilamowitz upon giving a complete picture of the Greek world and our own debt to it, even though, as our President pointed out yesterday, it means the reading of little or comparatively little of the great masters of the classical period. Hence, too, the limitation of Virgil to one or two books, and the thrusting of Cicero into a relatively unimportant place in the curriculum, which is characteristic of some recent German educational theory.

"We have tried to avoid these extremes. What we stand for is rather the reading of Latin literature as it was meant by its authors to be read—if a history, then with an eye to the facts, the march of events, and the development of the historic sense; if a lyric or epic poem, then with an open mind for its power to touch the emotions and appeal to the sense of beauty.

"We hope that our ideal is something more human than the ideal of the Renaissance-something more fitted for the average man: scholarship without pedantry, and aesthetic appreciation without preciosity. That classical study par excellence affords at once a logical training, a large outlook upon the world, and aesthetic appreciation, is its pre-eminent merit, and the best justification for the place which it occupies in our educational system. In order to realise this ideal the Committee has made a suggestion which, though not new, seems to need emphasis, namely, the principle that the classical authors should be studied, so far as circumstances permit, as literary wholes. This may seem at first sight an impossible demand at the present day when the time that can be devoted to the classics has been reduced; but a solution of the difficulty may be found if we recognise the principle that in order to grasp the unity of a literary work it is not necessary to read the whole of it, provided that we omit only the less essential parts. Hitherto we have bowed down too much before the fetich of the book, the whole book, and nothing but the book. We supposed we were reading

in a literary spirit if we read a whole book of, say, Tacitus, or Virgil, or Horace. Yet a single book of an author, while it may enable one to appreciate his style, often gives a very imperfect idea of his work as a whole. This is obvious in the case of historians and epic poets. It is almost as though one were to read in English a single book of Middlemarch and fancy that one had understood the story. The unity of the Odes of Horace lies, if anywhere, in the first three books, which were published together; and we can get a better idea of this unity by reading a selection of the most beautiful and representative odes contained in these three books than by confining attention to any one of them. The day has gone by when every classical author was regarded as perfect in all his parts. We recognise that they have degrees of merit, and it necessarily follows that if we devote our attention impartially to the whole of a single book we lose our opportunity of coming into contact with some of the most vital things in the author. Here then is the suggestion of the Curricula Committee,—'that a classical author should be treated as far as possible as a literary whole, the several books being read in consecutive order, though with omissions of the less important parts'; and the Committee calls attention to the important difference which exists between reading a book with some omissions, and reading a collection of mere excerpts which, beautiful as they may be in themselves, are totally incapable of representing the work as a

The motion "that the Report be received and entered on the minutes" was seconded by Professor Mackail and carried nem. con.

Canon G. C. Bell, in proposing the first Resolution, said: "No experienced school teacher would attempt to cramp the young mind into the difficulties of two foreign languages at once; but I can imagine a home where a scholarly father should begin Latin with his boy, and at the same time an able mother or governess should begin French. But success is impossible. Latin and French, indeed, are so

much alike that perhaps it might be said that one would help the other; but there are all sorts of minute differences, in the meanings of similar words, in genders, and in constructions; and then there is the question of sound, very much complicated of late years by two changes that have taken place. First, we no longer shall encourage children to pronounce Latin in the old British way. Secondly, there is the whole subject of phonetics, which many teachers now consider to be essential; but the phonetic systems of two languages such as Latin and French are quite different. To plunge young children (either boys or girls) into the abyss of such difficulties would be unpardonable. Again, if it is proposed to teach two languages that are not alike, such as Latin and German, the objections are multiplied. I need not elaborate the subject, but will move:

"'That it is not desirable to begin the school study of two foreign languages, ancient or modern, at or about the same time.'"

At this point it was agreed to take as an amendment a motion of which Dr. J. P. Postgate had given notice.

Dr. Postgate accordingly moved:

"That, since Latin is considerably more difficult than modern languages, no scheme of education including it will be satisfactory which does not recognise either that Latin should be begun at an earlier age than those languages, or that a considerably larger number of hours should be allotted to it in the school curriculum."

He said:

"My motion does not assert definitely either that Latin should be begun at an earlier age than modern languages, or that a considerable number of hours should be allotted to it, but it asserts that we must accept one or other of these alternatives, and I take it that if this motion is carried the Council would consider it as an instruction from the Association to take up the consideration of this question by

appointing a day for discussion or otherwise. Before we can arrive at any satisfactory scheme, we must recognise that Latin is a language of superior difficulty to the modern tongues. If I had been speaking at a later stage, I should have given you statistics drawn from the Universities' Local Examinations to show that there is a very considerable decrease in the number of candidates in Latin in the Senior and Junior and Preliminary Examinations of both Oxford and Cambridge: two Universities which are at least favourable to the study of Latin. Let me ask you to take my word for this, and to allow me just to quote from a paper by a Harrow master, which has come into my hands to-day, a single but peculiar phrase: 'Now that Latin and Greek (especially the latter) are slowly but surely drifting out of our school curriculum.'1 It is mentioned, you see, as a matter about which there can be no doubt whatever, incidentally and without any appearance of heat. is why I felt it was urgent to bring my motion before this meeting, and I move it in no hostility to the proposals in the Report.

"With regard to these two alternatives, it is very important that we should make up our minds soon, which of them should be adopted in any general scheme. One of these alternatives, it is true, may suit certain forms of education, and the other may be more suitable to other forms. But within the same educational sphere you will have to choose, and the sooner you choose the better will it be. Without arguing the matter out, I would put before you some considerations that may be urged on either side. argument for beginning French or some other modern language earlier than Latin it may be said that such languages are nearer to our own, and that therefore the young mind will be more receptive of them, and overcome their initial difficulties more quickly. That is an argument to which great weight should be given. On the other side it may be said that before deciding in the matter we ought

¹ Modern Language Teaching, October, 1907, p. 173.

to consider very carefully what exactly it is that makes Latin a much more difficult language than French or even German to an English boy or girl. The reason is that in three or four important particulars Latin and English diverge, where Latin and French do not diverge. framework of the languages is different. English and French express the different functions of a word by putting modifiers before the word; Latin by putting them at the end of In English and French the order of words is the word. tied; but in Latin it is free. In English and French a change in order usually means a change in syntax; in Latin a change of emphasis. Latin has no article; English and French have two. If, then, French is taught before Latin, the strong proclivities of English associations towards forms of expression which are alien to Latin will be strengthened by the similar associations in French, the ruts will be deepened and the difficulty of learning Latin at a later stage much increased. That French does exert an influence upon the acquisition of a classical language appears to be shown by actual evidence. For example, a common mistake in learning Greek is to put the adjective after the noun when the definite article is used. This is not the order in English, which agrees with Greek, but it is the order usual in French. Such are some of the considerations to be taken into account before we can settle the question, what is the educational minimum for the study of Latin in schools, and how we are to arrive at it-by beginning earlier, or by allotting it more hours in the school curriculum. I may give here the estimate of a friend of mine—a practical schoolmaster who has no undue bias in favour of the classical languages, since he came to Cambridge at considerable inconvenience to vote against compulsory Greek-'that at least six hours a week were required to teach Latin.' I do not myself say that six hours are necessary—that is a matter to be discussed; but the minimum, whatever it is, should be provided, and if a school cannot provide it, it had far better drop Latin entirely from its curriculum. I therefore ask you to

support this amendment in order that we may have a thorough discussion and early settlement of the question which of the two alternatives should be adopted for general use in the different classes of schools."

The Rev. and Hon. Canon E. LYTTELTON, in seconding the amendment, said: "We are bound, as rational beings, to agree that, if a subject is taught, it must be taught well. If Latin is to be taught well, we must give it a sufficient number of hours, either by beginning it earlier with a moderate number of hours, or by beginning it later with an increased number. Now the chief difficulty is this. The subjects which push out Latin are French and Science; and a large number of parents have a more robust belief in the value of French than in that of any other subject whatever. This belief has had great influence on preparatory and public schools, and it has obliged them during the last ten years to adopt, as far as they can, modern methods in teaching French. In consequence, French makes a larger demand on our time. In spite of that demand, we are bound to make some recommendation about Latin which will commend itself to practical men. Schoolmasters are willing that Latin should be taught well, and have a sufficient number of hours allotted to it; but they labour under this real and practical difficulty, and we ought to show them such sympathy as we can."

Miss M. H. Wood said that Dr. Postgate's two alternatives were of very unequal value. The value of an hour's teaching differed with the age of the pupil; and much of the earlier teaching was sheer waste. Case-inflexions, for example, cannot be understood by children of eight, and their time would be better spent in learning the vocabulary of a modern language. The alternative of giving Latin a larger number of hours at a later age was therefore to be preferred.

Mr. F. Fletcher.—" Dr. Postgate's motion is almost a truism. Either we must begin Latin at an early age, as we have been doing; or we must by some means give a

larger number of hours a week to it at a later age, in accordance with the experience of the German schools who have tried the experiment. But the difficulty of this is the difficulty of parents. We should need to be sure that we could be free from the pressure of a variety of outside subjects when a boy reached the age of sixteen, and that a Modern-side boy would be able to give, say, six hours a week at a time when Latin was opening really valuable possibilities. Then I think a boy might very advantageously begin at eleven instead of nine; but at present I have not convinced myself that this is practical, though I should be glad to think that it could be done. I support this motion of Dr. Postgate's, because I see no choice except the two choices he has given, unless Latin is to be dropped altogether."

Miss E. GAVIN.—"The wording of the amendment has not been as convincing to me as to the last speaker. After saying that 'Latin is considerably more difficult than modern languages,' it goes on to suggest that it should be begun at an earlier age. I have always understood that in teaching the easy should precede the difficult, and for that reason I could not possibly accept the resolution in its first part; but I do think that when Latin is begun a large number of hours should be allotted to it. A great educational advantage of putting French before Latin to my mind is that when children have learnt some French and then go on to Latin there is very great pleasure in drawing a connection between the two languages."

The Rev. R. Bull.—"May I say a few words about the chief difficulty experienced by Preparatory Schools, namely, the enormous difference between the theories advanced by the Head Masters' Association and the practice at their schools? We are in a perpetual dilemma between the two. The Classical Association seems in danger of being equally unpractical. Our committee in their recommendations speak of Latin being begun at ten or eleven. But where is the Preparatory School that can begin with French,

as so many speakers have recommended, and leave Latin Where is the Public School that will give till ten? scholarships, or even admission into any but the lowest forms, to boys who have been so taught, leaving Greek to be begun at fourteen? Further, how many of those who signed the recommendations before us will send their own boys to a Preparatory School with the request that they may not begin Latin before they are ten? The scheme recommended is in itself excellent and goes far to meet a real need; but we must realise the magnitude of the change it implies. At most Preparatory Schools Latin is begun before nine. I once had a boy from another school a week before his eighth birthday. He had begun French, Latin, and Greek simultaneously in the previous term. He declined μοῦσα with Latin endings, and, needless to say, he could neither read, write, nor spell the most elementary English.

"What I plead for, then, is that those who propound excellent theories should themselves act upon them, and then there will be some hope of bridging over the guif between our discussions and the realities of school life, and of attaining the goal of an ideal curriculum for young boys."

Mr. W. F. Witton said that Dr. Postgate's proposals could not be applied to the smaller Public Schools, Grammar Schools, and Municipal Secondary Schools, since their timetable is so crowded that no more time can be found for Latin, nor can Latin be begun earlier, since many of their pupils enter at the age of twelve from elementary schools. There was a danger that some people might interpret the motion to mean that Latin was the subject on which most time could be spent with the least result. Instead of adopting the motion, the Association would act more wisely if it gave these smaller schools some idea as to how the small amount of time that could be devoted to Latin might be most profitably employed.

Miss M. Morton said that even if it was admitted that Latin was harder than a modern foreign language, it did not

THE TEACHING OF LATIN

necessarily follow that more time must be devoted to it. It was only necessary to limit the aim, as indeed the Association seemed prepared to do. In the case of a modern language the aim was ability to speak, read, and write with the widest possible range; in Latin the aim could be restricted to reading a limited number of works and writing in a very circumscribed way.

The President said that the wording of the amendment might lead to much misconstruction. Many persons would infer that new and larger demands were being made for Latin. He hoped that Dr. Postgate would not press the amendment to a vote.

Dr. Postgate agreed to withdraw the amendment, with the proviso that the two alternatives mentioned in it should be regarded as still open for discussion.

The amendment having been withdrawn, the original motion was carried nem. con.

Mr. R. F. CHOLMELEY, in proposing the second Resolution, said: "This motion may well seem to you to need no recommendation: and yet, in spite of the almost axiomatic simplicity of its language, the doctrine which it implies is more revolutionary than you would think. We have just heard something of the extreme divergence which exists between the recommendations made by schoolmasters to the Classical Association and the practice of those masters in their own schools; and some of you may not be surprised to hear that there are places where the approved method of teaching Latin is still to make the boys learn by heart large masses of grammar towards the end of their books, and at the same time to get their practice from the elementary exercises at the beginning. This is actually done; and it is in order to rescue the children of this country from such horrible conditions that this resolution has been formulated.

"Two errors in particular stand in the way of the right teaching of Latin and Greek. One is that we are inclined to look back to the mediaeval practice, when Latin at any rate was used for talking, and to forget that we have now so many more things to talk about that conversational Latin is no longer possible in the same way. The other is that we tend to confuse the conditions of artistic and scientific teaching, or to forget that while Grammar is a science, Literature is an art. To boys who will not go far in them, Latin or Greek should be taught as an art, rather than as a science; and they have this advantage over most other arts, that everybody can do a little of them. Most of us have to learn about painting, for instance, without being able to paint; but in learning Latin and Greek we are learning the art of Literature and producing it, even if ever so little, at the same time. If this is true, the proposals contained in the resolution must surely be accepted as reasonable. They involve two very simple assertions; but if the Classical Association is to succeed in forcing its principles upon those who would rather be blind to them, it is necessary to be as simple and as clear as possible even about the most elementary things. It is asserted, first, that in Latin and Greek, just as in some practical art like carving, teachers should make their pupils sharpen their tools every day and practise simple examples again and again before proceeding to more complicated patterns; secondly, that in teaching Latin and Greek we must limit not only the number of patterns, but the number of tools to be used by beginners. It may be possible—indeed it must be, for Dr. Rouse has done it—to make ordinary boys able to read the Apology soon after beginning Greek by talking with them in Greek about all the things to be found in a Stores catalogue; yet I could not help wondering, as I read Dr. Rouse's charming little book, whether those boys would not have been able to read Plato sooner if they had been talking about the things of which Plato talks. But this is a controversial question outside the terms of my resolution. I beg to move:

"'That in the earliest stage of teaching Latin and Greek the teacher should aim at making his pupils

very familiar with such words, inflexions, and constructions as occur most commonly in the authors, and especially the first author, to be read at school.'"

The motion was seconded by Mr. Basil Williams.

Miss M. C. Dunstall suggested that the motion might be amended with advantage by substituting "examiners," "test," and "examinees" for "teachers," "teach," and "pupils." Teachers did not teach the dative and ablative plural of filia in response to a demand of the British public, but to that made by the examiners; and teachers who had to prepare pupils for examinations were very much in the examiners' hands.

The motion was carried nem. con.

Professor Mackail, in moving the third Resolution, said: "The resolution just carried was described by its mover as an axiom, a term which subsequently turned out to mean a rather highly controversial proposition. The resolution which I am moving, while it falls short of being axiomatic, may perhaps be accepted as uncontroversial, and in point of fact it seems to me the most important thing towards the whole life and growth of classical studies in England at the present time. May I read a sentence or two out of the document which has already been quoted, the circular on the Teaching of Latin just issued by the Board of Education? 'The study of Latin is an essential part of a complete modern education. No study of the development of European institutions is possible without knowledge of Latin, for in it are contained the records of the development of law, religion, literature, and thought. Latin is an essential instrument for the educational use of the English language, and any scientific study of the Romance languages.' These are brave words; how far do they correspond with the facts in schools? It is our principal duty, the principal duty of all friends of Classics in this country, to see if they can be justified by practice, and they cannot, to my mind,

be so justified except through such consistent and organised method in teaching as is urged in this resolution. All this is so nearly self-evident that I should only obscure it if I tried to illustrate it by comment. All, I think, that is necessary is to say a few words which may remove any possible misapplication or wrong impression of two phrases in the resolution itself. These are 'organised scheme,' and 'historical value.' As regards the first, the misapprehension which seems possible is that in this resolution some castiron system is being recommended, that the Association is trying to impose upon schools the reading of certain books in a certain order. That is far from the intention, I believe, of the Committee, and certainly far from the intention of the Council. The system which we desire to see introduced into schools is not a hard-and-fast system. but one which will vary from school to school, and which will be adjusted by the schoolmaster according to the capacity of his boys, the time at his disposal, and the particular strong or weak points of his staff. It will therefore not be rigid; it will be flexible. It will have the flexibility which only exists in organised structures, the flexibility which is killed by being disjointed. So much on the first point, as regards the organisation of reading. As regards the subject-matter of the reading, the resolution says in the first place that the pieces selected should 'be suitable in respect of 'both their language and their subjectmatter to different stages of learning.' This is really axiomatic, for no one would suggest that they should be chosen for their unsuitability. It goes on to say that there should be kept in view 'the literary and historical value of the authors or parts of authors selected.' As regards the question involved in the words 'parts of authors,' we have already been warned by a previous speaker against the tyranny of the book. While not at all disposed to disagree with that warning, my own feeling would be to lay still greater emphasis upon the other danger, the anarchy of the excerpt. The tyranny of the book is, so far as my

THE TEACHING OF LATIN

knowledge goes, a very mild thing. The other danger is a real, a vital, and a very insidious one; and this brings me directly to the second point, as regards the historical value of the Latin which is read. The term 'historical value' is happily ambiguous. It means on the one hand the value of the work read towards our knowledge of history. We learn and read Latin for the purpose of knowledge; the excerpts are read for the sake of the facts contained in them. But, what is more important for our present purpose, the historical value of the Latin and Greek authors is not only their value towards history, but their value as history. In this sense we study Latin not for the sake of the facts given us by the authors, but for the sake of the authors themselves, and for their value as dominant and vital factors in the evolution of civilisation, and in the progress and development of thought, art, and life. I beg to move:

"'That the scheme of reading in Latin and Greek authors should be carefully organised and graduated with a view (1) to the selection of such authors as are suitable in respect of both their language and their subject-matter to different stages of learning, (2) to the literary and historical value of the authors or parts of authors selected.'"

The motion was seconded by Mr. GILBERT MURRAY and carried nem. con.

Canon Lyttelton moved to add to the Resolution the words:

"and that, with a view to the attainment of this object, simple narrative in prose or verse should be selected, as far as possible, for the younger pupils."

The Resolution as it stood would be generally accepted. But at present in many schools authors chosen entirely for their literary merit were read long before that merit could be appreciated by the boys: a survival from the time when boys were brought up to quote Latin and Greek and to write compositions long before they could understand literary merit. If the idea contained in the Resolution was to prevail over that older idea, the schoolmaster needed more definite guidance, and it was important to insist on the necessity of choosing narrative, the only form of Latin literature which children at the outset could understand.

The motion was seconded by Mr. F. Flercher and carried nem. con.

It was then suggested that the Curricula Committee be reappointed; and it was agreed, on the motion of Professor Sonnenschein:

"That the Council be requested to reappoint a Curricula Committee."

Note.—The chief arrangements for the Cambridge meeting were made by a Committee consisting of the following members: The Vice-Chancellor of the University (Rev. E. S. Roberts, Master of Gonville and Caius College, Chairman), Messrs. F. M. Cornford, P. Giles, E. Harrison, Miss J. E. Harrison, Professor Henry Jackson, Mr. F. J. H. Jenkinson (University Librarian), Professors J. W. Mackail, J. P. Postgate, J. S. Reid, W. Ridgeway, Dr. W. H. D. Rouse, Dr. J. E. Sandys (Public Orator), Mr. J. T. Sheppard, Professors C. Waldstein and W. C. F. Walters, Dr. A. W. Ward (Master of Peterhouse), Mr. L. Whibley.

The arrangements for hospitality were made by a Committee consisting of the following members:—Mrs. H. Montagu Butler, Miss J. E. Harrison, Miss K. Jex-Blake, Mrs. H. F. Stewart, Dr. J. Adam, Messrs. E. Harrison, E. E. Sikes, N. Wedd.

By the kindness of their Librarians (Mr. F. J. H. Jenkinson and Mr. C. W. Moule), the University Library and the Library of Corpus Christi College were opened to members of the Association during certain hours.

^{*} Members of the Executive Committee.

Mr. S. H. BUTCHER, M.P.

GREEK AND THE CLASSICAL RENAISSANCE OF TO-DAY.

For the first time we meet to-day at Cambridge. Four years ago we came into existence as the "Classical Association of England and Wales;" and though we have now got rid of all limiting words in our title, I may perhaps be allowed to recall the fact that it was at Cambridge that the idea of our Association originated. "Living movements do not come out of Committees," said Newman; and this movement, assuredly a living one, came, if out of any single brain, out of that of Dr. Postgate. It is true that the Classical Association of Scotland was before us in the field; still in this place I desire to commemorate Dr. Postgate as our Founder.

That our first meeting here should be under any other Presidency than that of Sir Richard Jebb is a saddening reflection. He was nominated to the office which I have now the high honour of holding, but he did not live to take office. I, or any one else, may occupy his room; no one can fill his place. For our generation he has stood as the perfect type of the scholar and the humanist; for years past he has been the undisputed leader of our band; it is not too much to say that he imparted to classical studies in this country a new direction and ideal; and since his death, scholarship in every land has paid its tributes to his incomparable work; the last and perhaps the best—the most intimately appreciative—being that of Dr. Verrall in a chapter of the Life and Letters just published, a volume

1

which, to those who knew only the scholar at a distance, now makes known through his own familiar letters the man "dear to the Muses" and beloved by many friends.

In the last few months other gaps have occurred in our classical ranks. Three of our foremost scholars have been lost to us by premature death; Dr. Adam—long will his loss be felt in Cambridge—Dr. Rutherford and Dr. Strachan; all three, Scotsmen of power and fervid enthusiasm, who in their divergent lines of study have each of them left the strong impress of their character and personality on all that they produced.

I will not now take up your time by anticipating the Report of the Council or forestalling the discussions which are to follow; but there is one matter so important as to claim immediate notice. I have to report that the scheme for the restored pronunciation of Latin is advancing steadily towards a successful end. We have moved slowly; we have done so on purpose; we were resolved to make good each step of ground as we went. So great a change cannot, as we well know, be carried through in a day. But the goal is now in sight. We have won the adhesion of all the chief bodies in England. The Philological Societies of Oxford and Cambridge may be taken as speaking for the Universities; the Headmasters' Conference and the Assistant Masters' Associations represent the Secondary Schools. The Board of Education have issued a circular recommending the reform in all schools recognised by the Board. The Scotch Education Department have approved a scheme almost identical with our own, drawn up by the Classical Association of Scotland, and have urged its adoption in the schools under their inspection. That is a hopeful record of progress.

Reformed methods of teaching the Classics have also engaged the attention of our Council. Probably we all think how much better we might have been taught than we were. Some of us whose teaching days are over look back with chastened feelings to our own obsolete methods, our groping attempts, our opportunities of experiment too

often neglected. Yet we must bear in mind that, however much methods may be improved, we cannot smooth away all the difficulties of Greek and Latin. There is a point beyond which it is impossible to simplify; the hard facts of language stand in the way. Scaliger, writing to a friend who had told him of a new Polish plan of Greek made easy, said, "Whoever would conquer as I have conquered must do so by the sweat of their brow." This is also the law of learning in much humbler walks of classical study. But we believe the reward to be worth the cost. If our studies have indeed lost vitality, why, let them go. We are not silversmiths of Ephesus making shrines for the great goddess Diana; nor have we any war to wage with other studies; to all of them we are friendly. We admit freely that a man can get through life very handsomely without a knowledge of the Classics. Any one who looks through our Proceedings in the last few years must be struck by the studious moderation of our tone and the absence of all exaggerated claims. Both in speeches and papers the pleas put forward in defence of the Classics have been temperate and powerful. The reason we are here to-day is that we have a quiet but strong conviction of the value of this learning to the intellectual life of the nation; a belief also that our classical studies may be made more literary without the loss of disciplinary effectiveness.

One of the earliest puzzles which have perplexed mankind is what words are and how to treat them. Dangerously alive things, said some: mere dead things, said others. There is an ancient legend, vouched for by Kipling, of the man who had achieved a deed, but when he came to explain it to the tribe, was dumb. Then arose the man with the magic of the necessary words, and he described the deed so that "the words became alive and walked up and down in the hearts of all his hearers." The tribe, seeing that the words were alive and fearing that the man with the words would hand down untrue tales, took and killed him. Man has in all periods of his history felt a little suspicious of

words; conscious indeed that he is the master, they the servants, but with an instinctive dread that they may turn upon him and gain the upper hand. In Greece reflection busied itself early, not only with the origin of language, but with the whole problem of the relation of language to thought. Speaking broadly, we may say that the Greek mind leaned towards the error of ascribing to words an independent existence and endowing them with a kind of vitality which they do not possess. Unlike the Romans who knew one foreign language, unlike ourselves who know so many badly, the Greeks had no other tongue to bring into comparison with their own. Owing to the absence of this knowledge, Plato himself was led into verbal fallacies from which he would otherwise have been saved, nor was it till his later years that he appears to have freed himself from that tyranny of concepts which exercised a superstitious sway over the intellect of Greece. Protests indeed made themselves heard against the prevalent mode of thought. One philosopher insisted that it is the business of a word always to mean just as much as the utterer of it wishes it to mean,—nothing more and nothing less. To proclaim his proud mastery over these obedient symbols he made use of particles as proper names; his slaves he called άλλλ μήν and so forth, and his sons μέν and δέ. "If you do not take words too seriously," says Plato in the Politicus, "you will be all the richer in wisdom as you grow older." Words, Plato well knew, may be so handled as to take the place of thought, and we need but cast a glance down the course of Greek speculation to see that the warning was not superfluous.

The function of words in education has been as hotly debated as the place of words in the theory of knowledge. "The study of words is the basis of education" (ἀρχὴ παιδεύσεως ἡ τῶν ὀνομάτων ἐπίσκεψις) said Antisthenes. Give us things, not words, has been the constant cry of the assailants of humanistic learning. It was the motto of science against classics some thirty or forty

THE PRESIDENT'S ADDRESS

Classical education, we were told, has to do years ago. with mere abstractions, words and phrases; science is the way to concrete reality. If I mistake not, we no longer hear much of this bare antithesis between words and things. Words, as we all now know, are things. They are living organisms, as real as material natural products, each with its own evolutionary history. We can trace them in their growth and in the development of their structural forms, often with rigorous exactness. They are not only things, but thoughts. We follow the shifting phases of their inner life, as whole epochs of mental change are unfolded before us. The claims of classics and of science are not indeed wholly reconciled by these and similar considerations. Still the acute differences are softened. On the one hand, classics has abated something of its old pretensions; on the other, science has become much more friendly to literature. Many of its foremost champions admit that literary and linguistic training must always be the element of prime importance in education. Not less literature but more, and more varied, is what science to-day demands. This no doubt falls short of the position maintained by the classicists, still it affords a common ground for discussion, and clears the way towards a more complete understanding.

Into that discussion I do not now propose to enter. I would merely insist that, even under our traditional system, the classics have often led us by gradual ascent from the study of words to the study of literature. How many of us looking back on our own schools days can recall the gradual awakening of the literary sense by the feeling for words; in the first instance, perhaps, by the lesson of precision, of exactness, in the use of words, phrases, and idiom; and, as a natural sequel to this, we came to see how and why a particular word is untranslateable, a discovery which marks a memorable stage in mental progress. Next, possibly, we became dimly aware that precision has an austere beauty of its own, the matching of the word with the thought, the saying neither too much nor too little. St. Augustine,

speaking of the great pagan orators, says, "Their words seem less to have been chosen by the artist than to have belonged by a kind of antecedent necessity to the subject." That is the sort of impression I am thinking of. Then as we grew more familiar with Greek or Latin poetry and tried to turn it into English, the illuminating truth broke in that the diction of poetry is not the diction of prose, that the words of poetry carry in their sound as well as in their sense some message that cannot be conveyed to the logical understanding. Through poetry, too, learned by heart and orally repeated came by degrees the further delight of finding the unexpected word in the inevitable place, and of recognising that "beautiful words are," as Longinus declares, "in a real and special way the light of thought." Latin verse composition, also, easily as it lends itself to ridicule, has in countless cases given a boy his first insight into the meaning of artistic work. Even in its slight beginnings it is something more than the piecing together of a dissected map, for as the words fall into their absolutely right order, the rhythmical instinct finds its satisfaction. At a later stage the attempt to recast the original English and reproduce it in a new mould of thought is a sort of creative effort, bringing with it a pleasure of its own. simple copy of verses thus becomes a bit of a genuine human workmanship, a mode of self-expression, complete and adequate in its kind.

This old method of learning literature by gradual and indirect approaches may not be the best; undoubtedly it is not adapted to every order of mind, or to the mass of boys; it needs to be largely modified and supplemented, though not perhaps to be wholly discarded. Anyhow those of us who owe something to that intellectual nurture may be permitted to say wherein we are indebted to it. The system had this signal merit, that words and thoughts sank into the mind by absorption. The feeling of beauty was educated by a discipline, painful it is true, but the pain of which was insensibly transmuted into pleasure.

THE PRESIDENT'S ADDRESS

The very difficulties we had to encounter, the resistance to be overcome, gave a keener relish to the joy of mastery. Line by line, letter by letter we learned from the classics the rudiments of literature. With minds tinged by that influence we applied ourselves to the reading of English literature, and found in the mother tongue latent capacities of expression which might well have escaped us but for our early habit of seeking in English the nearest equivalent for some ancient word or idiom. Well, years, let us suppose, have gone by; facts and dates and all the niceties of grammar have slipped from the memory. You say-if I may for the moment fancy myself speaking, not to this learned audience, but to educated men who have never professed to be scholars—you say you have forgotten your Greek and Latin. You open, however, after long interval, upon some half remembered lines of Homer or Virgil, upon some fragment of a chorus of Sophocles. You read one of those great calm utterances in which ancient poetry stores up the emotion of centuries, and seeks to allay the unrest of individual feeling by merging it in the larger experience of the race. You knew the lines at school, you enjoyed their music, you felt their simple beauty; that was all. Now in a season of recollection, at some crisis of your life, they come home to you as piercing truths, charged with the fresh emotional force which has gathered round them during the years that have elapsed since you first read the lines. You find to your surprise that you have imbibed more of the spirit of the classics than you knew. Certain it is that through the portal of words and even of grammar effective entrance has been often made into the domain of literature. But the gate has been too strait, and the number of those admitted has been few in comparison with the total number of the learners. It is this which makes us pause and ask ourselves whether we are altogether on the right lines. The love of letters that is frequently so strongly marked in the boy of eleven or twelve, so markedly absent a few years later, what has become of it? Is it not that

the discouraged learner has turned into the perplexing idler, and would he not have responded to the stimulus and the charm of classics, if speedier access to the literature could have been won? Under our existing tradition books have been read in too detached portions; too much time has been spent over grammatical details; too little interest roused in the story, the biography, the play, the incident. Enough attention has perhaps not been paid even with advanced pupils to the sequence of the thought, the relation of the parts to one another, the literary structure of the whole.

What is the best way or ways, for they are many, of teaching literature, even the literature of our own language, is still an open question. Personally I am in favour of many experiments. But I incline to the belief that while all classical teaching should be imbued from the first with a literary colouring, the chief stress of the earlier instruction must, at least in the case of one ancient language, be thrown on the linguistic side of the literature. Our aim indeed should be to keep form and matter in close alliance, yet there is a stage for the pupil at which form is paramount. If it is neglected or disparaged the whole study becomes flaccid and unliterary. There is such a thing as the passive unlaborious reception of the general sense of a printed page which is valueless as education. "Ye know not," says Roger Ascham, "what hurt ye do to learning that care not for words but for matter, and so make a divorce between the tongue and the heart." Whatever may be our ultimate reforms, we must hold fast to the principle of true humanism and maintain the organic union between speech and thought, between form and substance, so that a training in literary expression may be associated with the study of the best thought on things human.

But I hasten on to the main theme of my discourse, and would ask you to turn to the larger field of classical learning. What do we there find as the salient and arresting fact? Surely this, that we are in the full swing

THE PRESIDENT'S ADDRESS

of a new Classical Renaissance, an era of movement and discovery which began in the last century and is now going forward with quickened impetus. Ever widening horizons are coming up. Never since the scholars of the fifteenth and sixteenth centuries set themselves to reconstruct the mind and life of classical antiquity has the sense of achievement been so great, never have the possibilities of the future seemed so limitless. In range of study and variety of materials the new Revival of Learning even surpasses the old. Art and Archaeology, Palaeography and Inscriptions, Myth and Ritual, Anthropology and Folk-lore add their witness to that of the manuscripts. The methods employed are in large measure the methods of exact science. Nay more, there is hardly a science from Geology to Photography that has not directly aided the processes of this multifarious erudition. Historic sites have been laid bare, pre-historic civilisations unearthed. The disinterred city of Cnossos, its undeciphered script, and the whole mystery and romance of that long buried world, have given a kind of imaginative lift to archaeological research. Meanwhile the papyri are filling in many gaps in our knowledge of the later development of Greek language, and in particular throw a most instructive light on the Greek of the Septuagint and of the New Testament; they are disclosing facts of law and administration, strata of society, details of home-life, of which we had no previous The classical texts contained in these papyri, record. fragmentary as they are, carry us behind our extant manuscripts, a thousand years back and more, confirming or more often disproving the conjectures of the learned. Of the lost treasures of ancient literature there is well nigh nothing that may not be resuscitated. Aristotle's Constitution of Athens, Herodas, and Bacchylides have already come to light. We have quite lately heard of some 1300 lines of Menander about to be published And the most notable fact of all remains. The new Renaissance is predominantly a Greek Renaissance. Greatly as the

study of Roman antiquity has been deepened and extended, the main current of discovery and research flows along Greek channels, or has its source in civilisations which blended with that of Greece. In archaeology the mere mention of Crete, Troy, Tiryns, Mycenae, Olympia, Delphi, is evidence of the truth of the remark. In the light of advancing science all roads lead to Greece. "The world," says Wilamowitz-Möllendorff, "has learnt to recognise a vital growth of culture through some fifteen hundred years, which is not only the source of our own, but in a sense its parallel; and this is all Greek, for Rome is only a province of it." "Not only Europe, but the East shows the influence of Greece and the Greek language: even Palestine and Syria, Armenia, Arabia, India. Every branch of human thought owes its first inspiration to Greece. Theologians are at last learning that Christianity can only be understood in the light of contemporary Hellenism; as in philosophy, as in astronomy, mathematics, and geography, so in medicine and natural science, the modern spirit finds itself closely linked with the ancient."1 This very day when the Harveian oration is being delivered in London, we may well recall the fact that Galen, "the first great experimental clinician," all but discovered the general circulation of the blood, and that it was the revived study of Galen that gave birth to modern anatomy. It may be added in passing that it is only by the collaboration of Greek scholarship and science that the history of the sciences, so imperfectly known, can be thoroughly explored.

But here comes in the paradox of the situation. Back to Greece, says learning. Give up Greek, say a host of educational reformers. The moment is strangely ill-chosen for this great experiment. Never has Greece been so lovingly studied or so vitally apprehended. She is admired, critically admired, as she has never been before, not only for the perfection of her literary art, but for her unexhausted contributions, philosophic and scientific, to human

¹ Classical Review, Feb. 1907.

thought. Alike from the point of view of learning and of culture the claims of Greek to-day are paramount. The fact is not seriously disputed; but the counter argument runs thus: "After all, the classical baggage of a cultivated man must in these days be light and portable. For the learned, Greek will continue to be a fascinating study. Even the unlearned must obtain some glimpse into the place of Greece in civilisation. What Greek poets and thinkers have said and thought must be told and retold more fully, but it must be told in English, not in Greek For school purposes the teaching of the language must. be restricted to a few pupils with special linguistic bent." Let me say at once that if this prospect is disturbing, it is not on the ground of any danger to learning. Greek learning will take care of itself. It is as indestructible as the Greek spirit; on that score we may set our minds at rest. It is not Greek that is imperilled, but English education. The pivot on which the educational issue hinges is, whether henceforth there is to be a type of school in which classics, including Greek, is a recognized part of the school curriculum. (There is no question here of Greek as a compulsory subject for all pupils.) If such a course of study, normal and well-defined, is abandoned, there is little hope, in my judgment, of Greek surviving as an element in our national culture. This is what is at stake—the very existence of classics as a humanistic discipline. We in this Association are not primarily concerned about turning out professional scholars. We are concerned in retaining as a civic possession the most potent instrument that has yet been found for the awakening and enlargement of the mind.

Greek in translations is what the reformers offer to us. What translation can and cannot do I will not now discuss. All who hear me know the limits of its capacity. For myself I believe that a new and widely diffused interest in the classics has been created by the literary skill which marks the art of translation in our own day. Translations

have a far greater future before them than has yet been Many to whom the classics would otherwise realized. remain unknown, will find in them an undreamt-of literary enjoyment, and some few will doubtless be led from the translation to the original. Still it is a mere truism to say that in every translation, however much is retained, something is lost and something is added. The new thing, if the translator is a man of genius, may even be better than the old, but in any case the impression it leaves is different; it cannot be otherwise. And if no poetry can be adequately translated, Greek poetry least of all. There is a subtle essence in all the best Greek work—and this is true also of the prose of Plato or Demosthenes-which cannot be conveyed through a medium not its own. What is lost is not a kind of superadded charm, it is a permeating quality of mind, an atmosphere in which the whole is bathed. The English Bible is cited in disproof of this contention. all very well, we are told, for scholars to turn up their noses at translations, but the greatest book we have is a translation by divers hands. I hesitate to say a word about a language I do not know; yet I imagine the Old Testament itself suffers loss in being translated out of its Hebrew form. Even if as pure literature the English version often surpasses the original, yet who can doubt that the associations of the thought are frequently discoloured by our Western speech? Is there indeed any book that has been so much misapprehended? But if some degree of loss is inevitable in translating Job or Isaiah, it is infinitesimally small compared to the loss sustained in translating Homer either into prose or verse. Hebrew is of simple structure; it has a small vocabulary; its range of expression is limited. It can depict man in his daily doings with his fellow-man; it can express the deep outgoings of the heart towards God, and describe nature in her quiet and ordered sequences, and also in her sublimer moods. But the language of Homer with its elastic play of particles, its immense vocabulary, its delicately shaded distinctions of word and phrase, is

THE PRESIDENT'S ADDRESS

an organ of far greater range and flexibility. It lends itself to the most many-sided human intercourse; it reflects every movement of peace and war, every phase of thought and feeling; it is as diverse as the life it reproduces; all styles are already implicit in the rich variety of the poet's utterance. I need not pursue the contrast. Homer never has been translated and never can be, and this even apart from the music of his verse. Professor Harnack tells us of two young German students who having received a classical education were prosecuting other studies at the University. They were asked whether on looking back they would willingly give up their Homer. "No," they said, "when we read him in German he was a mere fairy tale; but to read him in Greek is the knowledge of a new world."

Those who would substitute Greek in translation for a study of the Greek language propose however, by way of amends, to keep Latin in the original. Hitherto Latin and Greek in classical schools have been studied not as languages only, but as forms of literature and culture, mutually illustrating one another. As a mere disciplinary exercise Latin apart from Greek may still remain highly effective; but divorced from Greek it is a maimed and impoverished study. cut off from its source. It cannot in isolation maintain itself on the higher plane of literary instruction. A lowering of standard is perceptible wherever, in England or elsewhere, the two studies have been disjoined. The difference is sure to be further accentuated when teachers as well as taught are ignorant of the parent literature. In deprecating this divorce as fatal to Greek and harmful to Latin, I would not suggest that Greek and Latin form a single undistinguishable whole, vaguely known as "the classics." Since the age of the Italian Renaissance Greek has been too much read with Roman eyes. The differences of the two races have been often ignored, the characteristic lines obscured. Greece and Rome are in truth a strongly contrasted pair—they became aware of it themselves—unlike

one another in their strength and in their weakness, in their political organisation and history, in their literature and in the structural expression of their thought. single example. The firm and logical syntax of Latin is markedly different from the psychological syntax of Greek, with its delicate blend of intellect and emotion, responding readily to the natural movement of living speech; a syntax in many respects so illustrative of the Greek mind. Where else, for instance, do we find a case so characteristically Greek as the genitive in its union of opposites? Dorians and Ionians within Greece herself are not so diverse in their gifts as are Greece and Rome both in their intellectual qualities and in their influence on the world. By degrees, however, the lineaments of Greece have been disengaged and the spirit of Greece begins to stand out clear from what has been known as the "spirit of antiquity." None the less Greece and Rome must be studied together as indissolubly connected in history and as together forming the unity of ancient civilisation. The disparate elements in time coalesced, and out of these mingled influences arose that bilingual world-wide culture which through many vicissitudes and changes has been transmitted to our own day.

The mention of that culture brings me back to the remarkable article of Wilamowitz in the Classical Review from which I have already quoted. A scheme is there outlined for a reformed teaching of Greek, very different, I need not say, from any that aims at understanding Greece through Greekless study. His central position is this. All recent research shows that Greek influence is the dominant factor in our existing civilisation. To follow humanity in its intellectual and moral development we must study Greek. The course of instruction should be so framed as to exhibit the fertility, the variety, the ingenuity of the Greek mind in all departments of art and science, of political and philosophical reflection. For this end the literary and aesthetic side of teaching must be subordinated to the training of the historical intelligence. This will be possible

only if the language is learned rapidly—not for its own sake -and with much less grammatical detail than at present. The pupil will traverse swiftly and lightly the whole field of Hellenism in typical extracts. Attic must be deposed from its position of undue supremacy. Poetry, now in the foreground, must take a back place; history must be made more prominent; natural and physical science, philosophy and religion must claim attention. Greek so pursued will no longer be "one of the elegancies of life, but a guide to the continuity of history." It will be found to be the basis and bond of all forms of education, scientific and religious, and a connecting link between many school studies which now stand apart. The Greek Reader he has constructed as an aid in working out this idea contains passages from all periods of Hellenism, extending from the sixth century B.C. down to the fourth or fifth century A.D.

The principle from which Wilamowitz starts—the lightening of elementary grammar, the widening of the range of authors available for beginners, the less rigid adherence to the Attic standard—all this will probably find favour with most of us. Gladly we open our door to Arrian, Lucian, Plutarch, and even to Longus and Dion of Prusa; to some for the first time, to others after a period of ill-deserved neglect. With Lucian and Plutarch those who have once made friends in youth will ever afterwards desire to keep their friendship in repair. As to the large and exhilarating programme that is here presented, it is almost ungenerous to criticise it coldly. Its breadth of outlook may at first sight seem to be the one thing needed to expand the minds both of teacher and pupil, and to vivify the study of Greek. In recent years the question has often suggested itself with insistent force, can we recover something of the old comprehensive humanism of the Renaissance? In the middle of last century there floated before the imagination of scholars the idea of a complete reconstruction of the classic past. That vision has faded away before the growth of specialized learning. The field of classics is so subdivided

that no one can pretend to master the whole. Within the domain of Greek study itself, eminent persons seem as alien to one another as if they belonged to different tribes. The ideal hope of a science of antiquity has vanished, at least for our generation. But now one of the greatest living scholars, perhaps the greatest, comes forward and proposes a certain line of reconstruction, limited indeed and practical in its scope, still designed to form a unifying idea for Greek study is to be the meetingclassical education. point of many sciences; through Greek the learner will trace in outline the course of our historic culture. I own I view the proposal with grave misgiving, and in saying so I limit myself strictly to its educational value at an early age. To the professed student of Greece, or to the historian of civilisation, the steps of the slow process by which the human mind has painfully won its way towards truth, and the part played by Greece in that development are of engrossing interest. For the maturer student, too, at the University, few courses could be imagined more enlightening than the study of Greek texts, judiciously selected, enabling him to follow to their source some of the larger principles of scientific and historical thought. But what we are more concerned with, is not specialised Greek teaching in the University, but Greek education in the school. And the method, as it appears to me, is ill-adapted to its end. Premature expansion of the mind is weakening, not fortifying. It is merely a dispersion of energy. To read a proposition of Euclid in the original may indeed set a boy thinking. The discovery that Euclid was a man, and that he wrote in Greek may be a useful and pleasurable shockif indeed ten years hence Euclid's name survives in school circles. Beyond this, a teacher may by occasional excursions bring the youthful learner into contact with the fresh scientific mind of Greece, exploring, sounding, reconnoitring, experimenting in all directions. Similarly, art and archaeology can each throw their own side-lights, more frequent and more vivid, on the ancient world. Still literature is

one thing and the history of science, as also the science of history, is another. If Greek is to be made an allembracing discipline, ancillary to science, its school-days are numbered. True it is that science learned to think and speak in Greek as she has seldom spoken since. But Greek science, like all science, is perishable in its content; and even were it otherwise, that content can be expressed in English or German or Esperanto. Now the Greek with which we seek to inspire young minds, is Greek of that distinctive quality which cannot be conveyed adequately through any other medium. The fortunes of Greek as liberal culture must not be bound up with the tentative efforts of Greek thought in any or all of its branches. The things of science are temporal, the things of art are eternal. Greek in the school class-room must take its stand on the supreme value of a literature in which form and matter are more perfectly fused than in any other. That position is impregnable. To say this is not to treat Greek as what is called "mere aestheticism." The literary excellence of Greek writers cannot be dissociated from the rich content of the thought, or appreciated without a full comprehension of the historical setting of the literature, and of the life, public and private, from which it sprang.

But, as I have already observed, too many learners are kept outside at the vestibule of literature. It is their case that causes disquiet. Can they obtain a readier entrance? Assuredly they can; experience proves it. The thing is being frequently done to-day. It was done in the humanist schools of Italy during the early Renaissance. Latin was there employed as the chief instrument of grammatical and linguistic discipline; and the foundation being thus laid, Greek was studied mainly for its literary content, the range of reading being surprisingly wide. The example is one to which with certain modifications we may well revert. Our Association has recommended a reform on these lines. Its report has been approved by the Headmasters' Association. The opinion of the Universities is, so far as I can gather,

favourable. In adopting this change we shall not be driven to the drastic remedies of Wilamowitz. Greek oratory will not be extruded from school reading by the pressure of miscellaneous history and science. There will still be time to read some of "the ephemeral orations of Demosthenes." Specimens of formal oratory, we are reminded, are to be found both in French and Latin. Where, however, but in Demosthenes can we find the temperate reserve, the hidden glow, the words which themselves become deeds, the Lóyos which, as he himself hints, is an epyou? There is another and cardinal point. The early study of Greek will not be placed on the prosaic level of Wilamowitz's programme. The imaginative training afforded by the Greek poets is the first and greatest gift that Greece has in store for the youthful Hellenist, and it remains as a passport to the poetry of every other nation. Wilamowitz by no means excludes poetry, but he admits it sparingly. In my opinion the allowance of poetry should be generous. Homer above all should be taken not in sips but in copious draughts. Herbert Spencer, who seems to have regarded Homer as a fatiguing person with a kind of homicidal mania, will find few followers even among schoolboys. If the demand is to bring Greek nearer to life, more in contact with the actual thought of men, surely the world of imagination is nearer to us in youth than the hygienic principles of Hippocrates. The parting of Hector and Andromache, or the scene between Achilles and Priam, is more moving in its appeal than Heron's doctrine of the vacuum, than the physical geography of Strabo or the biological observations of Aristotle.

There is another reason against employing the most prosaic of prose authors as an introduction to Greece. The classics are now being studied, especially in our younger Universities, by sections of the population to whom hitherto they have been unknown. In our industrial centres, if anywhere, people need to be lifted out of their own surundings to escape from the pressure of material things,

THE PRESIDENT'S ADDRESS

from the common cares of business or of money-making. They desire to feel the touch of poetry and imagination, the emancipating power of good literature. The feeling for beauty is there apt to be starved or stunted. Is there not place left for the creations of Greece, for the sense of beauty, for the things of the spirit? Let us see to it. that in offering Greek to the schools, we do it in a way which teaches the soul to put forth her wings. One other word They belong to democratic comto these new-comers. munities. The Classics are sometimes described as a feudal, privileged, undemocratic domain of learning, and Greek in particular as an abstruse culture out of the reach of common men. Of all heresies this is the worst. To one who is entering on Greek literature we may say what Pliny said to a friend who was setting out to be governor of Achaia, "Profecturus es ad homines maxime homines." Greeks are of all men the most truly human. Their great imaginative works travel along the broad thoroughfares of human life, pourtraying, though with infinite subtlety, the simpler human emotions and opening up a large vision of human experience. Their best prose literature is something like oral speech; it is not quite like a book. It has the ease, the fluidity, the self-adapting power of good conversation. The literary speech is freshened by drawing freely on the colloquial idiom. It has incorporated in itself much that is, in Wordsworth's phrase, "of texture between life and books." In the prose writers of Greece you feel that even on the printed page there is the warm breath of human speech, there is the air and the tone of life. Add to this the sense of progressiveness now attaching to Greek study, such as for centuries past has hardly been known outside the sphere of the physical and natural sciences. consciousness that Greek is a living, growing, expanding subject, moving forward with the full tide of human progress, has communicated to many of the friends and teachers of Classics a buoyant hopefulness for the future.

The mystery of Hellenism remains. Hellenism is a

pervasive, penetrating influence. The mode of its working cannot be explained. It eludes us as does the secret of its permanence. Its ways are the ways of the spirit. Always going and never gone, at the moment when it seems dead it germinates afresh. It scatters vital seeds of thought wherever it passes. What will spring from that seed cannot surely be predicted. All that we know is that life-giving energy in some form will result. The manifestation of that energy differs at different periods, in different societies. People have not always got from Greece that of which they were in quest. They have gone to her for learning; they have found beauty. They have sought science; they have gained spiritual emancipation. They have studied a language; they have won an intellectual franchise. A late Roman writer said of his teacher, "He teaches more than he knows" (plus docet quam scit). Of Greece this is pre-eminently true-more than she knows she has taught. And if our study of Greek needs to be reformed, it is through Greek methods that the inward renewal will come, by fearless questioning of tradition, by a love of truth which is not all intellectual, but in which intellect and emotion are combined, and by that partnership of mind between teacher and taught which has given to the world the highest thought of Greece.

Professor W. G. HALE, of the University of Chicago.

THE HERITAGE OF UNREASON IN SYNTACTICAL METHOD

It is a pleasure to me to be a member of an association of scholars in this mother-land of my own speech and race, and an honour to be allowed to take part in its work.

In what I say, I beg you to think of me not merely as an investigator, but as a practical teacher as well. In connection with my Teachers' Training Classes in my University, I have recently carried young beginners half through the American preparation for college in Latin; and the First Latin Book which arose out of the earlier part of this work is now in use in American schools. In whatever I have to suggest in this address, I have teaching ultimately in mind.

The time at my disposal is short, the subject one that calls for many details. I must compromise, speaking at most points with great brevity. You must also pardon me if I mention names and systems without reserve. We need in Classics the same free and frank discussion that has long characterised work in Natural Science.

I

If I were to propose to you to-day that we should abandon the independent study of syntax, and adopt a system from some professor of philosophy, fitting our rules to his categories, you would hardly give me a hearing. I should urge in vain that it is the object of philosophy to determine the ultimate nature of things, including the

ultimate processes of the human mind, and that accordingly a sound syntax must be in harmony with its results. You would answer, in substance, that the history of philosophy is the history of warring schemes, and would ask to which we should attach ourselves. Further, you would probably inquire why we should give up our intellectual independence, and simply follow at the heels of this or that philosophical exploring party. Still worse would it be if I were to propose to establish a system of syntax on some philosophy a century and a quarter or a century and a half old, say that of Kant or that of Wolff. You would marvel that any one could be found who should be so blind to the methods which everywhere else rule in scientific investigation in this brilliant age.

Yet it is on systems of mood-syntax established in precisely this way that we are to-day bringing up our young people, and explaining things to one another and ourselves with a gravity worse than that of Roman augurs, because we do actually deceive ourselves and one another. The cycle of our dominant explanations was completed nearly a hundred years ago, namely in 1812; and, with the exception of three inherited errors which were worked into the scheme, it all came (directly, or by a few very early twists and turns) from the modal categories of Wolff and Kant. This I have first to show.

The Greeks reasonably named three of the moods from some power which, at least, they possessed. Thus the Optative—to translate by the Roman name—does have, among other powers, that of expressing a wish. On the other hand, the mood which they called the subordinated—ὑποτακτική (Latin, subiunctivus)—received its name, not from any power, but from the mere fact that, in the majority of cases, it was found in dependent clauses. This was a calamity of which we have not yet seen the end.

We pass now, with a long stride, to Wolff's Ontology. Its categories are Necessity, Possibility, and Contingency. The scheme, though the fact has escaped notice, was taken

up by a number of grammarians. If these categories covered all action and being, the moods, it was felt, must correspond to them. The complete application is made, e.g. in Meiner's Philosophische und Allgemeine Sprachlehre, 1781. The moods are defined exactly in the Wolffian terms: the Indicative as the mood of Necessity, the Subjunctive as the mood of Possibility or Contingency. Harris, in his Hermes, 1751, had already dealt with the Subjunctive in a similar way, explaining it as the mood of the contingent. Thus a purpose is expressed by the Subjunctive, according to Harris, because "an End, or Final Cause . . . in human Life is always a Contingent, and may perhaps never happen in despite of all our Forethought."

Wolff's philosophy was succeeded by the philosophy of Kant. In the Critique of Pure Reason, 1781, Kant laid down three categories of modality, namely Existence, Possibility, and Necessity. In 1792 Hasse, a schoolmaster in Kant's own town, applied the categories to the verb, making the Indicative the mood of Existence, the Subjunctive the mood of Possibility, and the Imperative the mood of Necessity. In 1801 Gottfried Hermann, in the book entitled De Emendanda Ratione Grammaticae Graecae, while abusing Hasse as not understanding Kant, adopted his idea of applying Kant's scheme, and carried it still further by making use of the philosophical terms "subjective" and "objective," which had played so large a part in Kant's system. He defines the moods as follows: The Indicative is the mood of Existence; the Subjunctive is the mood of Objective Possibility-i.e. of Possibility per ipsarum rerum condicionem; the Optative is the mood of Subjective Possibility—i.e. of Possibility as thought (cogitata); the Imperative is the mood of Subjunctive Necessity; while the Verbal in -réos forms the mood of Objective Necessity.

Let me say in passing that the scheme did not even fit Kant's categories; for by Necessity Kant meant that which necessarily, and so always, exists. This is very far from being the force of the Imperative. Neither did Kant mean

by Subjective and Objective what Hermann meant. But I proceed with our exposition.

Since, continues Hermann, the Subjunctive expresses that which is possible per ipsarum rerum condicionem, it cannot stand by itself, but must be attached to a main sentence, which alone is competent to show what the condicio rerum is. Hence it must always be dependent, even where it appears to be independent. Thus, τί ποιῶ, "what shall I do?" stands for ἀμφισβητῶ τί ποιῶ, "I am in doubt what to do," and ἴωμεν, "let us go," stands for ἄγε, ἴνα ἴωμεν, "act, in order that we may go." Here Hermann has combined with his metaphysical scheme the inherited error of the Greeks, which made the Subjunctive the mood of subordination, and has incorporated with it the Renaissance error of resorting freely, without specific evidence, to the theory of ellipsis.

In 1807 and 1808 Matthiä, in two Greek Grammars, started from Hermann's definition of the Optative as the mood of Possibility as thought (cogitata), but threw the emphasis upon the latter side, and so defined the mood directly as the mood of thought. The Subjunctive also, to his mind, expressed thought as against reality; the difference between the two moods being that the Subjunctive expresses the act more definitely, as depending on external circumstances, the Optative less definitely. Both moods, as you see, are now moods of thought, with a difference only in the degree of definiteness. Matthiä also hinted, as Kühner afterwards expressly taught, that the Optative, in accordance with its secondary terminations, is merely a Subjunctive of the past.

In 1808 Dissen, in his De Temporibus et Modis Verbi Graeci, started from the two novel schemes which he now had before him. The Optative he made the mood of a conscious thought—a refinement on Matthiä. For the Subjunctive, taking Hermann's phrase "dependence upon the nature of things," per ipsarum rerum condicionem, as his point of departure, he emphasised the side of dependence,

and so made this mood the expression of Conditionality, working into his definition also an old conception of Doubt or Uncertainty, which had been associated by earlier writers with a different mood, namely the Optative, in its potential power. All Subjunctive constructions must, according to Dissen, be conditional. The Indicative becomes for him, correspondingly, the mood of *Unconditionality*.

Four years later, in 1812, Thiersch published two Greek Grammars. The mood-system is made up from Matthiä The Optative expresses an act as merely and Dissen. thought (als bloss gedacht), as an idea, a conception (als Thus a general condition in the past is Vorstellung). expressed by the Optative because the various acts did not really take place together, and the operation of putting them together is a purely mental one. This is from Matthiä. For the Subjunctive, Thiersch ingeniously compounds all the phrases of Dissen's discussion, and (making it the expression of that which requires something outside itself on which to base itself) defines it as the mood of the dependent, the conditioned, the uncertain. Thus in lower, "let us go," the Subjunctive, says Dissen, is necessary, because the going depends upon the will of the person addressed.

From Greek the scheme was applied to Latin. Thus Reisig, in his lectures on Latin Grammar, last given in 1827, and published by Haase in 1839, says that there are three forms of being: Reality, Possibility, and Necessity, and three corresponding moods in Latin: Indicative, Subjunctive, and Imperative; and that Possibility may be thought either objectively, as resting upon the relations of things, or subjectively, as in the mind of the speaker. This is Hermann's scheme, pure and simple. Zumpt, in his Latin Grammar, 1818, made the Subjunctive the mood of Thought, of Conception (Vorstellung). Schulz's Latin Grammar, 1825, says that the Indicative is the mood of reality, while the Subjunctive is used when one expresses the contents of a sentence not as a fact, but merely as an idea. So, e.g., in indirect questions, expressions of purpose or result,

wishes, concessions, or conclusions, one is dealing, not with facts, but with conceptions; as in "I told him that I had gone to church" (dass ich in der Kirche gewesen sei), in which for the moment I regard my being in church not as a fact (Thatsache), but as the object of a mental activity, and so as a conception (Vorstellung). Similarly Kühner, 1840, and Madvig, 1844. Madvig says, for example, that in Titius currit ut sudet, "Titius runs to get in a sweat," the Subjunctive is used because the sweating is a mere This is Hermann modified by Matthia. conception. Ramshorn, 1824, made the Indicative the mood of Reality, the Subjunctive the mood of the Conditioned, and the Imperative the mood of Necessity. This is a mixture of Hermann and Dissen. I am unable, then, to agree with Golling, who (in his very interesting Introduction to the Syntax of the Historische Lateinische Grammatik, 1904) says that the grammars of Zumpt and Ramshorn rest upon no philosophical theorems, but upon grammatically scientific foundations. And I need mention only this fact, together with the fact that Golling regards Hermann as the "true reformer" of grammar, to show how little the real history of nineteenth-century thinking about the moods has been understood. I trust that I have already successfully unravelled the principal threads of the web. had not been done before, except in a recent paper of my own.1

From Greek and Latin, the metaphysical conception of the moods was transferred to the grammars of the modern languages. Thus Etzler, in his Erörterungen, 1826, make the German Subjunctive express das Denken als solches. All dependent clauses, he says, contain this idea. Thus the clause of Result is in the Subjunctive because the very notion of the rise of something out of something is a conception.

A somewhat fuller paper, entitled "A Century of Metaphysical Syntax," read at the Congress of Arts and Science, Universal Exposition, St. Louis, 1904, and printed in vol. iii. of the *Proceedings* (Houghton, Mislin, & Co., Boston, 1906).

Thus again Becker, in his Organismus der Sprache als Vorbereitung zur deutschen Grammatik, 1827, says that the German Subjunctive expresses an act as "thought" (ein vorgestelltes), whether it be in itself real or only thought (sei es an sick wirklich, oder vorgestellt). Jakob Grimm similarly defined the German Subjunctive, and Mätzner, in his English Grammar, the English Subjunctive, as the mood of Thought, of Conception (Vorstellung). The idea that the Imperative was the mood of Necessity passed away; but otherwise the metaphysical system, in one or another of its forms, won in the first half of the last century practically complete assent, and is to-day still the dominant system.

Now the chances are very great that it is unsound. No one would to-day accept the categories of either Wolff or Kant as final, either for life in general or for the moods in particular. These doctrines originated in a false method of procedure, and were founded upon a passing system of thought. They were turned and twisted into the shape in which we have seen them, not by a series of corrections founded on observation, but by a manipulation of phrases, or even of emphases in phrases. It would be little short of a miracle if, begun so radically wrongly, and developed so radically wrongly, they had nevertheless worked themselves free from error, and now really reflected the truth. For the moment I shall rest content with this condemnation, and turn again to my introductory statement that the cycle of ideas which had been brought into fashion before the year 1812 (mainly in the eleven years preceding that date) are the dominant ideas of the present day—in other words, that in syntax, as in no other field of science, we are content with the achievements of a hundred years ago; as if, in one of the most delicate of all possible subjects, the investigation of the processes of human thought as exhibited in speech, these men had been so marvellously ahead of their times.

Metaphysical syntax, as we have now seen, set up the following as the forces of the Subjunctive or Optative, all

of which forces were also assigned, singly or in groups, to the Subjunctive in Latin, German, English, etc.: Contingency, Conditionality, Uncertainty or Doubt, Indefiniteness (the Optative expressing more, the Subjunctive less), Subjectivity (or, in other designations, Thought, Conception, the Idea as opposed to Reality), and Dependency.

I spent an interesting evening of strife this last summer with a lecturer in classics in the University of Oxford. His explanation of the Subjunctive and Optative in Greek was that they expressed an act as in the mind of the speaker or writer, the Subjunctive more definitely, the Optative less definitely. I felt as if I were assisting at the centenary of Matthiä; for this is the doctrine which he published in 1807. I made the acquaintance this summer of an able young student of the University of Cambridge, who is devoting himself especially to classics. I asked him his explanations of certain common constructions in Greek and Latin, and then borrowed from him the books from which he had learned them, in the school from which he had come. I will read some extracts:

Mansfield, Syntax to a Primer of Greek Grammar, new edition (Rivingtons, 1897):

"§ 76. A verb is said to be in a mood when it shows by its form whether the action is regarded as existing independently or as conceived (more or less distinctly) in the mind.

"§ 78. The Conjunctive has two forms, (1) the Near or Primary Conjunctive (sometimes called Subjunctive), which is used to express conceptions nearer and more distinct to the speaker's mind: as $i dv \, \hbar \lambda \theta_B$, if he comes; (2) the Remote or Historic Conjunctive (sometimes called Optative), which expresses conceptions further removed and less distinct: as $\epsilon l \, \hbar \lambda \theta_{0l}$, if he were to come."

This is again Matthiä.

W. Smith and T. D. Hall, A Grammar of the Latin Language, 8th edition, 1876:

"§ 421. The Subjunctive mood expresses a thing not as a fact, like the Indicative, but merely as a conception of the mind. Hence the Subjunctive mood is used to indicate (a) an hypothesis; (b) doubt or uncertainty (including indirect

questions); (c) a wish; (d) purpose or result; (e) a proposition borrowed from another, and not adopted by the writer (narratio obliqua).

"§ 422. The Subjunctive mood is always dependent upon either (1) some hypothetical Conjunction; or (2) some antecedent sentence or clause to which it is subjoined (subjungo), and which deprives it of the character of a positive ('objective') assertion.

asseruou.

"Obs. The antecedent member of the sentence is very often not expressed, but left to be understood.

"§ 497. Dum, whilet, is construed with the Indicative; dum, until, with the Indicative or Subjunctive, according as a simple fact or a purpose is intended.

dum sciero, until I have learned.

"Note. The writer regards it as certain that he will learn."

Here we have Matthiä's view of the Subjunctive as the mood of conception, along with the old Greek error that the Subjunctive is always dependent, and the erroneous Renaissance doctrine of enormously extended ellipsis, as worked into his Kantian scheme by Hermann. I find no weaker word than "monstrous" for a condition of classical science and method that makes it possible for students, in the twentieth century, to be brought up upon such a farrago of ancient error. But do not think that I am speaking of England alone. I am speaking of the Continent and America as well.

As regards the explanation of the Subjunctive with dum, it is the common one which was adopted, as a detail, in the syntax of the metaphysical school. It also, since there is a certain resemblance between a dum-clause and an antequam-clause, sometimes carried with it the explanation that the Subjunctive in the latter is due to the idea of purpose. This matter will come up later.

I add a few more specimens from our grammars.

Allen, An Elementary Latin Grammar (Clarendon Press, 1901), § 196:

"The Subjunctive denotes actions which are thought of as happening, whereas the Indicative denotes those which actually do happen. Hence,

"Rule. The Indicative expresses a fact, the Subjunctive a

conception."

St. John Parry, An Elementary Greek Grammar (Longman, Green, & Co., 1900), § 150:

"The Moods of the Finite Verb.

"The Predicate may stand in certain relations of thought to the speaker: (a) as a fact, (b) as a supposition."

Gildersleeve and Lodge, Latin Grammar, 3rd ed., 1896, § 255:

"The Subjunctive mood represents the predicate as an idea, as something merely conceived in the mind (abstractions from reality)."

The last phrase is from a book of the metaphysical school, Bäumlein's *Untersuchungen*, 1846.

Carpenter, English Grammar, new edition (Macmillan, New York, 1906):

"The Subjunctive mood represents statements as thoughts or conceptions, which may or may not have a basis in reality, or which are obviously not conceivable as facts."

Fasnacht, Macmillan's French Course, Third Year, p. 62:

"The Subjunctive mood (is used) if the Principal Sentence implies that the action expressed in the dependent clause is merely conceived in the mind of the speaker."

This is Matthiä. And again:

"In the sentence 'son père veut qu'il vienne,' his father wishes that he should come,' the contingency (eventual fact) of his coming is in the speaker's mind, subjoined to the will of another (his father)."

The word "contingency" has come down from the Wolffian school of syntax, the phrase "in the speaker's mind" from the school of Matthiä-Hermann-Kant, and the phrase "subjoined to" from the old Greek error about the Subjunctive. The word "will" belongs to an entirely different conception, to which we shall presently come.

The corresponding German Course, Second Year, by Fasnacht, has in part similar ideas. Thus on p. 115 we read:

"The Subjunctive mood may be used in Consecutive, Comparative, and Final clauses . . . to denote an expected (or

THE HERITAGE OF UNREASON

unexpected) result, an uncertain contingency, or a purpose not accomplished. . . . The alternative between the use of the Subjunctive or Indicative depends entirely on the sense expressed or implied in the principal clause—i.e. the probability or uncertainty of the expected result or contingency."

Similarly Schmalz, in the Syntax of the Latin Grammar by Stolz and Schmalz, 1885, started with Subjectivity, and from this got Dependency, Inner Connection, etc. In the third edition, 1900, he starts with a fictive power (only another name for our too familiar Vorstellung), and from this gets Subjectivity, which he then applies to account for the various dependent uses of the Subjunctive. Similarly again, Waldeck, in his Practical Guide to Instruction in Latin Grammar, 1892, and Methner, in his Investigation of the Theory of the Latin Moods and Tenses, with especial regard to use in Instruction, put all uses of the Subjunctive under Vorstellung. Gerth also, in the Syntax of the new edition, just now completed, of Kühner's Greek Grammar, defines the Optative as the mood of Vorstellung.

And now may I add (setting aside the title of my paper) that I regret to see the use still made of certain of these old phrases, though they play no vital part, in the Latin grammars of three English scholars whom I regard as my colleagues in the attempt to bring about better things? They are those of Postgate, Sonnenschein, and Sloman. Postgate, after giving the headings "A. Subjunctive of Desire" and "B. Subjunctive of Imagination," adds: "In A and B something is put forward as a Thought or Feeling, not as a fact." Sonnenschein says: "In Latin the Subjunctive and Optative have been united so as to form a single Subjective Mood, expressing Will and Thought." And Sloman says: "Speaking broadly, the Subjunctive presents a statement as a thought or idea, as opposed to a realised fact." The phrases which I have emphasised should, I believe, be wholly dropped from our grammars. I regret, too, that Goodwin, whose service lay, as he has himself expressed it, in "treating Greek syntax by the light of common sense," has followed the metaphysical tradition from Dissen which came down through writer after writer, and makes all Subjunctive constructions, even those with $\pi \rho l \nu$ and ϵ_{∞} , conditional Nor has Goodwin, even in his negations, escaped the influence of the general method of the metaphysical grammarians. They aimed to find some one idea which was present in all uses of a given mood. Goodwin says that it is impossible to find, e.g., a meaning which should cover all the uses of the Optative, or a meaning which should cover all the uses of the Indicative, and rests content with this. The statement is perfectly true, but it lays down no sound and helpful conception of the nature of language. It constitutes no advance, but only an arrest. Neither did Goodwin, until the last editions of his Greek Grammar and Greek Moods and Tenses, begin with independent sentences, though no one can question that human speech did begin with them. I regret, similarly, that Allen-Hadley and Goodell in their Greek Grammars, Bevier in his Brief Greek Syntax, Monro in his Homeric Grammar, and even Thompson in his recent Greek Grammar, which especially aims at introducing modern points of view into syntax, should have continued the same tradition from Dissen in making all relative clauses the Subjunctive conditional. Most of all is it to be regretted that even Delbrück, to whom, more than to any one else, we owe the spread of sounder views, was unable wholly to escape the inheritance of the metaphysical school. Even in his last syntactical work, Der Germanische Optativ im Satzgefüge, he adopts Vorstellung as his regular explanation of the Optatives (in the older terminology, Subjunctives) in the Germanic languages, abandoning the very method—the psychological and comparative—of which he had been the leading advocate. But these last matters will be seen more clearly in the light of the constructive part of my address.1

¹ [This part was not read by Professor Hale, but it is hoped that it will shortly be accessible to members of the Association.]

Miss J. E. HARRISON

THE PILLAR AND THE MAIDEN

My friends have brought against me of late a somewhat serious charge. They tax me with some lack of reverence for the Olympian gods; for Apollo, for Athena, nay even for Father Zeus himself. My interest, I am told, is unduly focused on ghosts, bogies, fetiches, pillar-cults. I pay to them and to such like the attention properly due to the reverend Olympians. Worse still, in matters of ritual I prefer savage disorders, Dionysiac orgies, the tearing of wild bulls, to the ordered and stately ceremonial of Panathenaic processions. In a word, my heart, it would seem, is not in the right place.

I had an uneasy misgiving that my critics were sound; so I spent a good deal of the Long Vacation in searching out my spirit. When you were good enough to ask me to read a paper before you, I felt it was a golden opportunity, not to justify my position—that may be impossible—but to submit an apologia pro haeresi mea, or at least to tell you how it came about.

Last summer I found myself standing at sunset before the north façade of the Cathedral of Our Lady at Chartres. Suddenly my eye was caught by something that seemed oddly familiar, yet remote. Instantly my mind flew back three thousand years, to Crete. Consciously, I do assure you, I was not thinking of Crete or archaeology. It was one of those amazing sunsets whose magical beauty forbids articulate thinking; yet at the accidental sight of an architectural feature, up from my archaeological subconscious

65

self surged Crete and pillar-cults. High up on the north façade I had seen, I was sure, a pillar-shrine.

Four slender columns support a roof. This is the shrine; and it encloses, not the expected Saint or Bishop, but a Pillar—a Pillar surely of great sanctity, else why does it need a shrine? The central pillar is far larger than the four which support the roof, and architecturally it is superfluous.

Further search showed that this pillar-shrine did not stand alone. On the north façade were a whole series, and some adorned the outside of the apse.³

Probably while I have been describing these pillar-shrines, the minds of many of you have flown not to Crete but to Olympia, to the pillar of Oinomaos, which, I confess, when first at Chartres I had forgotten. Pausanias says 3: "What the Eleans call the pillar of Oinomaos is as you go from the great altar to the sanctuary of Zeus. On the left there are four pillars with a roof over them (πέσσαρες δέ εἰσιν ἐν ἀριστερῷ κίονες καὶ ἐπ' αὐτῶν ὅροφος)." "The structure," Pausanias goes on, "has been erected in order to protect a wooden pillar which is decayed by time."

You are thinking, "This is all very well, a very interesting analogy; but we know what the pillar at Olympia was. It was a Pillar of the House of Oinomaos, a local hero with a local cult. But what evidence is there of a pillar-cult at Chartres?"

Pass within the Cathedral, through the North Porch, sacred always to the worship of the Virgin. To the left of the high altar, next to the sacristy, is a shrine, more hallowed by a living devotion than any other of the manifold sanctities of the place; more than the miraculous Voile de Marie, more even than the black image of Notre Dame Sous Terre; and that is the shrine before you.

- ¹ Slide 1: sketch from north façade, Chartres.
- ² Slides 2 and 3: north façade of the Cathedral and view of pillarshrines from roof.
 - ³ V. 20. 6.
 - ⁴ See Mr. Cecil Headlam, Chartres, p. 207
 - * Slide 4: chapel of La Vierge du Pilier.

THE PILLAR AND THE MAIDEN

The chapel of La Vierge du Pilier, the chapel of the Pillar and the Maiden, is crowded with offerings, lamps, tapers, votive hearts. They may be votive to Our Lady, herself here the lineal descendant of the Druidical *Virgo Paritura*; but if you want forty days' indulgence for your sins, it is not the hem of the Virgin's robe, but the Pillar that you must kiss.

This cult is of immemorial antiquity. The actual pillar is a fragment of the ancient *jubé*, and was set up only in 1806; but happily we can trace the devotion to a pillar back to 1608, when it was already ancient. Rouillard, writing at that date, says: "L'affluence y est si commune, et la dévotion si grande que la colonne de pierre se voit cavée des seuls baisers des personnes dévotes et catoliques." 1

A few months later the Pillar and the Maiden drew me back to Chartres. The great festival of Notre Dame du Pilier is in September, beginning on the eighth and lasting through the octave. As always with primitive festivals, the accompaniment is a week-long fair. From all the country round the mothers bring their babies, and camp out on the great Cathedral steps. The shrine was all aflare with votive tapers; there was much trafficking in holy cakes and pictures and images. But the end came at last, and the end was beautiful. The octave closed with evensong in the Cathedral, and the procession of La Vierge du Pilier. After evensong a great dignitary preached a foolish, pompous sermon. But, the sermon ended, almost in a moment everything changed and the real business beganthe worship of the Maiden. I had noticed that the side aisles were thronged with young girls all in blue, with long white veils. As the sermon ended they began to sing a hymn to Mary, set to a childish tune. As they sung they fluttered together, guarded by nuns, to the chapel aisle; they formed into procession, each with a lighted taper. Down they went into the crypt to visit Notre Dame Sous Terre; up again to take their station at last before the

¹ Quoted by Mr. Headlam, op. cit., p. 208.

Maiden of the Pillar. That procession was a lovely thing to see, and to hear—the white veils, the girls, their tremulous voices, the moving, flickering lights in the dim Cathedral; it was all so frail, and young, and virginal. The priests were just nowhere; of course there were a few of them trudging heavily at the head of the procession, and the Bishop did the censing, but they did not really count. It was the old pagan thing back again, the maidens worshipping the Maid—their Maid. My matriarchal soul was glad within me.

It was such a worship as was paid by the school children at Ostia to Diana.¹ It was such a worship as the Maiden Timarete paid to the Maid Artemis. Pardon the thrice familiar words ²:—

Maid of the Mere, Timarete here brings
Before she weds, her cymbals, her dear ball
To thee a Maid, her maiden offerings:
Her snood, her maiden dolls, their clothes and all.
Hold, Leto's child, above Timarete
Thine hand, and keep her virginal, like thee.

At the close, when the maidens, standing round the shrine, had sung their last hymn to the Maid, the congregation pressed round to kiss the Pillar, and all was done.

At Chartres then we have the Pillar and the Maiden, a living instance, you will grant me, of an aneikonic and an eikonic cult subsisting together side by side. What is their relation? What their significance? What in the world have they to do with the question of Olympian religion? Let us go to Crete, the great home of pillar-cults.

The signet-ring before you takes us there. A worshipper stands before a great pillar; behind it is a shrine with sacred tree and smaller pillar, surmounted by a table. The pillar-cults of Crete are, thanks to Dr. Arthur Evans, so well known

¹ Slide 5: wall-painting from Ostia.

² Anth. Pal., vi. 280: τάς τε κόρας, λιμνᾶτι, κόρα κόρα, ὡς ἐπιεικές, ἄνθετο.

² Slide 6: Cretan gem, J.H.S., 1901, p. 170, fig. 48.

ľ

that I should not so much as mention them here, but that I think their significance has been in some ways missed.

Old books on Greek religion usually begin with a chapter, brief and unsatisfactory, on aneikonic cults. Then we pass to the Olympians. The orthodox view is that aneikonism and eikonism represent two stages of development, a lower and a higher. The unhewn stone, we are told, the tree trunk, the rude image, was gradually transformed by the shaping hand of the artist, till it grew to perfect human form. It is so easy to talk like this in a lecture; I am sure I have done it myself. It sounds so plausible, but is it how this really went? Of course the old herms did have heads put to them, but this was usually at a later stage, when mental eikonism was well established.

My view, to state it crudely and broadly, is this. Aneikonism and eikonism represent, not so much two stages of development, but rather two tendencies in the human mind, alien always, hostile often. Eikonism is a religious phase, higher perhaps sometimes than the lowest aneikonism, but infinitely lower, lower religiously—I do not say artistically, or even morally—than the highest aneikonism. Let us look into facts and examine the relation between aneikonism and eikonism.

First, what is the eikon to the god? It is, I think, not a development out of his aneikonic figure, but a votive offering, an agalma, usually placed on his aneikonic pillar.

The pillar-shrine of Chartres 1 has a gable roof to let the rain and snow of the north slide off. The shrines of Crete and Libya, when roofed at all, have flat roofs. Note one result: they have become altar-tables. One supports three cups for libation, the other a liknon or offertory-basket. The pillar-god is his own altar; the offering is put on himself. This continued down to late days. In the next slide you see a liknon full of fruits placed on a sacred pillar.³

Slide 7: pillar-shrine of Chartres, Libyan and Cretan altar-tables.
 Slide 8: Hellenistic relief in Vienna Museum. Annual B.S.A.,
 p. 145, fig. 2.

But you can offer to the god not only fruits and cop of drink: there is something else that pleases him best of all

In the next slide we see Zeus as a pillar-god.¹ What would old Zeus like best of all? He is very human; he has no objection to having his portrait taken and placed on his sacred pillar. It is his agalma.² Sometimes the portrait supersedes the god—the pillar-god sinks to be a pedestal for his own portrait; but never at Chartres, and not so often as we are apt to think in Greece.

To the god then the cikon is not a development, but a votive offering. To the worshipper it is not an object of worship, but an illustration of his own thought.

In the familiar Lion Gate of Mycenae³ we all know now that the column guarded by the lions is a divinity. The Mycenaean always knew that. But what sort of a divinity? The next slide explains.⁴ Side by side we have pillar-shrine and *cikon*. The Cretan gem-engraver is not content with worshipping sheer divinity, he wants to know in whom he has believed, and for him it is the Mountain Mother with her wild lions—he has turned a vague pillar-numen into a thinkable $\theta e \delta s$.

The Greek was by nature a confirmed, habitual eikonist; he loved to realise, visualise. Another nation, not surely less religious, knew that its gods took no delight in such agalmata. That nation was content to conceive its god, the illimitable power that animates sky and sun and moon, as dwelling in its Bethel, a rude stone or a trinity of stones. That nation knew that, though morally and artistically eikonism might be an advance, religiously it was a set-back. The ordinance of that nation's god was, "Thou shalt not make to thyself any graven image."

¹ Slide 9: eikonic Zeus, amphora, B.M., F 331, Classical Review, vol. xvii. p. 271.

² Slide 10: eikonic Zeus crater, B.M., F 278. Classical Review, vol. xvii. p. 272.

^{*} Slide 11: Lion Gate of Mycenae.

<sup>Slide 12: Cretan gem, B.S.A., vii., fig. 9.
Slide 13: Phoenician cippus. Baetyl triad.</sup>

Now sometimes the eikon keeps its place, performs its proper function, is felt to be a votive offering, an illustration, not an object of worship. Such was in the main the case with the god Hermes. On a terra-cotta relief we have the two forms side by side, the herm of worship and the human eikon. Perhaps we are most familiar with our Homeric Olympian Hermes, our goodly young messenger-god with the golden staff and the winged sandals. But however careless we are we can scarcely forget, and even literature reminds us, that the Hermes of actual worship was a herm.

It was the mutilation of images such as these that raised even educated Athens to a frenzy of fear. Do you suppose they would have cared a serious jot if some one had knocked down or mutilated the Hermes of Praxiteles, a mere eikon? Not they.

The slide before you shows Hermes half eikonised, but a late bronze patera shows indeed the eikon Hermes and his many attributes—the artist is bent on telling all he knows about the god—but behind, surmounted by cock and tortoise, is the genuine old divine pillar.

I could show you a multitude of pillar-gods, more or less eikonic: Dionysus, the Dioscuri, the Charites, Apollon Aguieus. But I must pass now at once to the other face of the truth. Eikonism illustrates, but it also obscures. Eikonism, making a human picture, begets a human story; it generates mythology. Mythology, by its human interest, tends to obscure divinity.

Take Atlas.⁴ We all know that Atlas was a pillar. Which of us remembers that he was a pillar-god of the old order that came before Zeus, the old Sky-gods, the Ouraniones, the Titans? Which of us remembers that he

¹ Slide 14: the Hermes and herm. Hellenistic relief.

² Slide 15: Herm and tree. Conze, *Heroen und Göttergestalten*, Tafel 69, 2.

³ Slide 16: Hermes aneikonic and eikonic (bronze paters).

⁴ Slide 17: zodiacal light-pillar.

was the husband of Selene, the father of Hesperos, the Hyads and the Pleiads? How should we remember, when mythologist and literary eikonist have been at work in their wicked, magical way, giving to these old Sky-potencies human shape and setting; when Euripides has filled our hearts with longing for—

The strand of the Daughters of the Sunset,
The Apple-tree, the singing and the gold;
Where the mariner must stay him from his onset,
And the red wave is tranquil as of old;
Yea, beyond that Pillar of the End,
That Atlas guardeth, would I wend.

The spell of it is half unconscious, no doubt. Atlas has and holds the Pillar, he no longer is. How should a plain man go on worshipping his plain Pillar-god with that sort of Siren singing in his ears?

Atlas, Pillar-god of the west: but which of us remembers that the Pillar-god of the east is *Prometheus*? We all of us know, of course, that Prometheus was a god. Sophocles is explicit:

έν δ ό πυρφόρος θεός

Τιτάν Προμηθεύς.

Now watch the eikonist, literary and artistic, at work: compare the vase-painting before you with the account of Hesiod.

And Atlas the broad heaven By harsh necessity upholds, with head And tireless hands—hard by the Hesperids Clear singing at earth's verge; such was the lot That Zeus the counsellor ordained. There too Wily Prometheus did he bind with bonds That galled, midway a pillar, and he set A great winged eagle on to gorge his liver Immortal.

¹ Eur. Hipp., 742-747, trans. by Mr. Gilbert Murray.

² Slide 18: Cyrenaic kylix. Vatican, Gerhard, Vasenbilder, p. 86.

² Soph. Oed. Col., 55.

⁴ Hes. Theog., 517-522 (δήσε δ' άλυκτοπέδησι Προμηθέα ποικιλόβουλον δεσμοῖε άργαλέοιοι μέσον δια κίον ελάσσας).

We know it so well, we miss the absurdities. I scarcely know which is in the worse mythological muddle, Hesiod or the vase-painters. Both know that Atlas and Prometheus belong somehow together, and that one or both have connection with pillars and supporting the heavens. But the eikonist has been at work turning divine pillars into men, and then inventing stories why men had to do as a punishment the work of pillars. Hesiod, being educated and orthodox, has to work in the will of Zeus, for which the vase-painter cares nothing. But he simply revels in retributive torments; he gives poor Atlas a snake to bite him, just in the tender part of his back, and he puts a little fire under Prometheus, the fire-god, making it difficult for him to sit down. Forgetting that Prometheus is the pillar, though he remembers it about Atlas, he ties him to a pillar which supports, or rather slants down ominously under the east end of the heaven. He sets the eagle pecking at his immortal liver, as if you could possibly support the heavens under circumstances so complex! Further reproducing a convention he does not understand, behind Prometheus he sets the zoomorphic eikon of Prometheus, the eagle, on his aneikonic form, the pillar. Note also that the vase-painter, like the present speaker perhaps, simply has pillars on the He positively sets a pillar in the exergue. brain.

I pass to my last instance, Odysseus.¹ We all know how Odysseus, πολυμήχανος, πολύτλας, was bound to the mast to escape the Sirens' singing. Bound to the mast—a curious mast indeed, no mast, a pillar—he stands, not on a ship, but in the depths of the sea.

Dare we think it? At least we cannot forget that he tarried long and seemed much at home in—

The island in whose bounds a Goddess dwells, Daughter of Atlas of the guileful spells, Who holds the lofty pillars of the earth And heaven apart, and knows the deep sea-wells.²

¹ Slide 19, black-figured lekythos, Athens. Odysseus bound to the pillar.—J.S.H., xiii., plate 1. ² Od., i. 52, trans. by Prof. Mackail.

Kalypso, daughter of the pillar-god Atlas—was she to Odysseus kin as well as kind?

Did time avail, I could say much more of Odysseus, who, besides being a human archer and a wanderer, was also a sky-and-pillar god who went to sea.

Returning to Chartres, to the Pillar and the Maiden, may I resume? When I first saw the kissing of the pillar I confess that my Anglican, nay my Protestant soul recoiled. I caught myself humming automatically, not audibly, hymns about "the heathen in his blindness bows down to wood and stone." Further reflection made me see that the Pillar and the Maiden stood not for one superstition superseded by another, a fetich surmounted by a doll, but for two deepdown tendencies of the human mind, which go, it would seem, always to the making of religion, but are not, I think, equally religious: the Pillar for aneikonism, the Maiden for eikonism. Further I began to see that my own deep inward dissatisfaction with Olympian religion rose from the fact that, while developing and expressing to the full the eikonic element, it disallowed the aneikonic. Not my dissatisfaction alone, otherwise I might well have disputed it. Professor Ramsay has called the Olympians "an idle, superfluous celestial hierarchy." 1 Mr. Gilbert Murray writes, "The Homeric religion is not really a religion at all. The twelve Olympians represent an enlightened compromise made to suit the convenience of a federation."? With the "twelveness" of the Olympians, with the Olympian system, I have here nothing to do, though it raises most interesting ethnographical problems which we hope Professor Ridgeway will solve. The secret of my discontent lies deeper, and it is that each several well-accredited Olympian is inadequate because he is not a god, but an anthropomorphic eikon of a god. I say advisedly the accredited Olympians; for the half Olympians, Demeter, Dionysus, Eros, are more than eikons,

¹ Dict. of the Bible, "Religion of Greece."

^{*} The Rice of the Greek Epic, p. 235.

they are life-spirits, "Things that are," and with them I wage no war.

What is eikonism? What does it do? Eikonism takes the vague unknown fearful thing, and tries to picture it, picture it as known, as distinct, definite—something a man can think about and understand-something that will think about and understand him-something as far rationalised as man himself. The vague something becomes a particular some-one; to use a modern philosophical jargon, eikonism pragmatises the divine god. Out of the terror and emptiness of the Absolute, or rather its savage inchoate equivalent, men take and fashion just what they can realise and use. Having made the vague something into a definite intelligible some-one, articulate and distinct, they give him a life-story and provide him with human relations—eikonism generates immediate mythology. For mythology is only, like eikonism, the attempted expression of the unknown in terms of the known; it usually obscures rather than illuminates religion.

Seeing the god clearly, discretely, segregating him completely as an individual, giving him characteristic attributes, eikonism tends inevitably to polytheism, lands us, in conjunction, of course, with other causes, in Olympianism. That eikonism, when it takes on, as with the Greeks, the form of anthropomorphism, has civilising tendencies, no one will deny. It tends to expurgate the cruder monstrosities, to eliminate vague terror; human gods tend to be humane; but how partial and precarious the process, how liable to swift corruption, the Olympians themselves witness. Its great advance is artistic.

Turn to aneikonism. Aneikonism does not make its gods, it finds them—finds them in the life of nature outside man, or in the psychological experience, the hope, the fear, the hate, the love within him. It begins with fetichism, it ends in symbolism; its feet are in the deep sea-wells and in the primeval slime, its head is swathed in mists and mysticism. Starting with a vague effort to seize and imprison the unknown terror or delight within or without, to make the El

of a moment resident permanently in some tangible Beth, aneikonism is the outcome rather of emotion than of intellect, begotten probably in that early stage when thought and emotion were not segregate as now.

Aneikonism is always imaginatively more awful than eikonism. Lucan saw this of the imageless worship of the Gauls:

"Non vulgatis sacrata figuris Numina sic metuunt. . . .

Tantum terroribus addit Quos timeant non nosse deos."

Shaping no human form, aneikonism tells no human story,

Shaping no human form, aneikonism tells no human story, has no mythology, no human genealogy, no pseudo-history; it renounces whole domains of art and literature, all the variegated fabric and fancies of polytheism. Its tendency is towards monotheism and pantheism. It generates cosmogonies rather than theologies, and from these cosmogonies is born a rude and primitive philosophy. Hence, though the gods of aneikonism are not scientific, they are not wholly irreconcilable with science; they are life principles within the whole of nature, not impossible, unthinkable, outside creators and rulers.

Turn to ritual. The ritual of eikonism is simple, and easily intelligible. Having made the divine into a man, it treats him as such, offers sacrifice to him, prays to him, praises him. The ritual of aneikonism at its lowest is magical; it aims at direct control of unknown forces, of things that are. Seeking the virtue of magical contact, aneikonism kisses its pillar. Aneikonism will not sacrifice or pray or praise. It holds no human traffic with "fabulous immortal men." It is at once above and below that. At its highest, aneikonic ritual, being monotheistic or pantheistic, aims at union; in a word it is sacramental, mystical.

I had often wondered why the Olympians—Apollo,

¹ iii. 415-417.

Athena, even Zeus, always vaguely irritated me, and why the mystery gods, their shapes and ritual, Demeter, Dionysus, the cosmic Eros, drew and drew me. I see it now. It is just that these mystery gods represent the supreme golden moment achieved by the Greek, and the Greek only, in his incomparable way. The mystery gods are eikonic, caught in lovely human shapes; but they are life-spirits barely held; they shift and change. Aeschylus, arch-mystic, changes his Erinyes into Eumenides, and is charged with impiety. Dionysus is a human youth, lovely with curled hair, but in a moment he is a Wild Bull, and a Burning Flame. The beauty and the thrill of it!

Finally, it has been suggested to me that eikonism and aneikonism in their ultimate analysis represent the workings of those two factors of our being with which modern science is now and rightly, but so tardily, much concerned, the conscious and the subconscious. The subconscious makes for fusion, union, emotion, ecstasy; the conscious for segregation, discrimination, analysis, clarity of vision. On the action and interaction of these two our whole spiritual vitality would seem to depend. It is a far-reaching thought. I believe it to be true; but this is not the place or the hour, and I am not the person, to discuss it. But of this much I am sure, that the tendency to eikonism or aneikonism is temperamental; and there is, I hope, room in the world for all temperaments. I throw myself on your mercy as a mystic and aneikonist. At Chartres, when I turned to leave the Cathedral, when the salutation to Mary the Maiden was over, and her moving lights were quenched, I saw, and I confess without shame that I was glad to see, the faithful throng up through the darkness to kiss that

"Pillar of the End."

Mr. R. M. DAWKINS

THE EXCAVATIONS OF THE BRITISH SCHOOL AT ATHENS

THE work of the British School at Athens in the season of 1906-1907 was in two places. A subsidiary excavation was conducted at a site on the Magnesian promontory of Thessaly, whilst the main work of the school continued the previous season's campaign on the site of ancient Sparta.

In Thessaly some geometric tombs were discovered with a rich yield of vases. Near these, the foundations of an ancient church were cleared, interesting both for its plan and for its very fine mosaic pavement.

The main excavation of Sparta was chiefly directed to three objects: (1) the tracing of the course of the city wall, (2) the excavation of the sanctuary of Athena of the Brazen House, and (3), the further excavations of the sanctuary of Artemis Orthia. With regard to the city wall, it has now been possible to trace its general course all round the enceinte, mainly by the stamped tiles which are found on the line where the wall previously existed, the wall itself having often entirely disappeared.

On the Acropolis, just behind the theatre, were found the scanty remains of the famous temple of Athena of the Brazen House. A series of important statuettes were discovered, a long archaic inscription, and a very fine early Panathenaic amphora. There was evidence to prove that the sanctuary goes back to very early times.

The sanctuary of Artemis Orthia is now proved to consist

of a temple, in front of which is a large theatrical building, bearing to the facade of the temple the relation of the cavea of a theatre to the stage building. In the middle of the arena thus formed was found the altar of the goddess. theatre dates to the third century after Christ, and it is well known that the savage rites of Orthia lasted until the very end of Paganism. The temple itself dates from the sixth century B.C., having been, however, rebuilt in the Hellenistic period. The latest altar is Roman, but rests on the remains of an early Greek, and probably a Hellenistic, altar, associated with which are a mass of the charcoal and débris of sacrifices. These remains carry the site back to the sixth century B.C., but there is evidence that the cult is very much older, going back indeed to the earliest days of the Dorian settlement in the Laconian vale. In the sixth century the level of the sanctuary was raised some three or four feet, by a layer of sand and gravel brought from the bed of the Eurotas, no doubt to avoid the danger of floods, to which this low-lying site must always have been subject. After clearing away this sand, we found all over the arena and inside the temple a copious deposit, in some places as much as three feet thick, of votive offerings to the goddess. These are all certainly earlier than the sixth century B.C. and the earliest of them can hardly be later than the ninth century, thus carrying us back to the earliest Dorian period. Amongst these offerings, and of the same period, was found a very large altar resting upon a cobble pavement. This altar can in construction hardly be later than the eighth century, and even before it was built sacrifices were offered upon this spot. This is proved from the fact that underneath the foundations of the altar there is a quantity of burnt charcoal and bones, clearly the débris of burnt offerings. A mass of such debris surrounds the altar itself. The votive offerings of this ancient period are of very great interest and importance. The pottery ranges from Corinthian, at the top of the deposit, through proto-Corinthian, down to a thick stratum of geometric, fitting in thus very well with a date ranging from the sixth century backwards. this pottery were found a large number of bronzes of geometric style, fibulæ and carved ivories. The ivories, which are of unique interest, form the most important part of our finds. There are many small figures, couchant animals, seals and plaques with representations in relief. Many of these plaques adorn the brooches that were used to fasten the characteristic Dorian dress. The fibula are of great importance, as their nearest congeners are found, not in Greece, but in the Iron Age settlements of Austria and the Alpine region. The amber found points also in the same direction, and is a link with the same Iron Age finds. All this evidence strongly supports the theory that the Dorians were invaders who came into Greece from the north of the Balkan Peninsula; and in these early votive offerings we seem to have the peculiar jewellery and ornaments that they brought with them from their earliest home. They brought with them also the savage rites of their goddess Orthia, whose venerated image, according to the legend, was actually brought to Sparta from some other place.

It is remarkable that the altars found are situated one exactly above the other, and thus show a continuous cult of the goddess on the sacred place for at least twelve hundred years. The temple associated with the oldest altar and its mass of votive offerings has not yet been found, but there is good evidence for supposing that its remains are hidden beneath a part of the foundation of the Roman theatrical building. If this be so, it will follow that at the time of the reconstruction of the sanctuary, in the sixth century, the temple was rebuilt in a new place, whilst the altar remained throughout in its original sacred position, as being the real centre of the cult. The further excavation of the site, and in particular the search for this most ancient temple will be the main task of the British school in the coming season.

The results of these excavations are published in the Annual

of the British School at Athens. The number which has just appeared contains a full report of the work of Sparta carried out in 1906. This year's work will be published in the next issue.

Mr. W. WARDR FOWLER

THE DECAY OF ROMAN HOME LIFE SHOWN FROM THE HISTORY OF THE ROMAN HOUSE

In the title of this brief lecture I have used two words which obviously mean different things. "House" means a material object of man's handiwork; "home" suggests a psychological fact. "Home" is for us Britons almost a sacred word. "True to the kindred points of heaven and home"—such a line flashes its meaning on the inward eye, and I need say no more of it.

Was there anything in Roman life answering to our use of this wonderful word? Beyond a doubt there was; and if this is not exactly expressed by the nominative domus, it can be felt in some degree in the familiar domi. The earliest Roman historical house (I am not here concerned with anything earlier) was really a home. In one sense it was even more a home than ours; the family was, as with us, the basis of society, but by family we have to understand not only the head of the household with his wife, children, and slaves, sometimes perhaps also the families of his sons, but the divine beings who dwelt in the house. As the city-state comprised both human and divine inhabitants, so also did the house, the germ and type of the city. In it was contained all that was dear to the family, all that was essential to its life, both natural and supernatural. And the natural and supernatural elements of home life were inseparably bound up with each other; the head of the family with his Genius; the hearth-fire and the cooking with Vesta; the store-cupboard and its meal with the Penates; and, as now seems probable, the

Lar familiaris with the arable land which supported the life of the family.

The worship of the slave was confined to the Lar; but the other members of the familia had priestly duties to perform towards all the deities of the domus, which itself was a sacred place. The real presence of these spirits survived by tradition even into the Augustan age, though no doubt the beautiful idea of the common life of human and divine beings was then practically lost. Ovid 1 could write:

Ante focos lolim scamnis considere longis Mos erat, et mensae credere adesse deos.

Cicero² is not merely rhetorical when in pleading the cause of his own lost house before the *pontifices* he exclaims: "What is more holy, what more entirely protected by religious feeling, than the house of each of our citizens?"

But let us note that this Roman house, sanctified by religion, was not originally a town house, but a farmhouse in the country; and I cannot but think that in this passage Cicero is inspired rather by the thought of his own beloved home at Arpinum, itself originally a farmhouse of his family, than by the costly mansion he had bought from Crassus on the Palatine. We must never forget that the Italian atrium, the one room of the oldest domus, in which the domestic life, human and superhuman, was focussed, was originally the economic as well as the religious centre of an economic unit, the farm. Here worship and work went on together; here were celebrated all the family festivals, on the days of birth, puberty, wedding, and burial. The atrium was to the house as the choir to a cathedral. As we study it we can better realise the character of the people who invented it: a character simple, quiet, dignified, disposed rather to action than speech; hard-working, well disciplined, superstitious in our sense of the word (not indeed in the Latin sense), narrow in its very strength. During the late war,

¹ Fasti, vi. 305.

² De Dome, 109.

THE DECAY OF ROMAN HOME LIFE

no one acquainted with the old Roman life could help being struck by the analogy between the Boer farmhouse and the Roman, as between the two types of character.

Now the first step in the decay of home life was perhaps the transition from this simple farmhouse to a house in the city; but unluckily the details are lost to us. Curious questions suggest themselves, e.g. whether the household deities were carried bodily (or rather, as, we are still in a primitive age, spiritually) into the new abode, or duplicated there, so as to secure the idea of home for both dwellings. One thing we do know, that in due time the farmhouse came to be left in charge of a steward (vilicus), and the true home life existed in Rome only. Cato, at the outset of his De Re Rustica, describes the paterfamiliaris coming from the city to visit his farm in rure, and before he goes his rounds saluting the Lar familiaris. This is the only deity of the villa which he mentions, and it suggests to me that, as the Lar was more closely connected with the land and the slaves than the others, he had remained behind while the others were transferred to the city, or that his duplicate was passed on with them. But this is only conjecture.

Let us pass to the domus of the city, and briefly trace its expansion. We shall find that it closely reflects the development of society. In all the town houses of which the ground plan survives, whether at Rome or Pompeii, the old home-centre, the atrium, is there, but only as a nucleus with developments. I need not describe its original form and contents, which are familiar to all, nor how the "wings" could be utilised as dining-rooms or wardrobes, how the tablinum, opposite the door, could grow into a permanent dining-room, or how a second storey could be added. The point for us is to understand how the little garden behind the tablinum could be converted, after the Greek fashion and under a Greek name, into a peristylium, viz. an open court with a pretty colonnade round it, to which again there might be added other saloons with Greek

names, convenient for many purposes. Thus the house came to be divided into two parts, the Roman and the Greek: the Roman atrium and its belongings, and the Greek peristylium and its developments; and thus the house reflects the composite character of Roman life, just as do Roman literature and Roman art. Strange to say, it is the Roman part that is retained for reception rooms: it is the atrium to which the morning callers are admitted, if they are deemed worthy to penetrate beyond the vestibulum; it is into the Greek part that all the elements of home life have retreated—even in many cases Vesta with the Penates and the Lar; 1 and there the private life of the family goes on. This change had already been brought about by the time of Plautus, and may be put in the third century n.c., just when Greek influences were beginning to press in in all departments of life, and when social and out-of-door life was getting the better of the old reserve and simplicity. Your atrium has become in part a public room; the atmosphere of the street is penetrating it.

So far I have been speaking of the dwellings of the more important Roman families. But meanwhile a lower population has been gathering in the city, whose families could not afford the luxury of a domus, even if space could have been found for so many. So far as we know, they always lived in insulae, i.e. great lodging-houses with flats or chambers on several floors. Dionysius (x. 32) puts the beginning of the insula as far back as the settlement of the plebs on the Aventine. But we unluckily know as little of the history of the insula as we do of its life; we do not know how many families lived in each, what the rooms were like, or how far anything like home life was possible in such circumstances. Had each family here its household gods? If we could but answer that simple question we should have a flood of light thrown at once on the home life of the plebs urbana. Professor De Marchi, who has given special attention to the subject, is inclined to think that there was

¹ De Marchi, La Religione nella vita demestica, i. 81 foll.

THE DECAY OF ROMAN HOME LIFE

a common protecting deity for each insula, and that the separate dwelling-rooms sheltered human beings only, not divine ones. In C.I.L. vi. 65-7 we have a dedication to a Bona Dea" In tutelam insulae," with which he aptly compares the little altar to be found at the door of the great lodginghouses of Naples at the present day, which serves for the devotions of all the inhabitants. I should myself be inclined to guess that at any rate in early times the separate rooms of the insula may have contained some means of private worship, and that a home life might in some sense have been maintained there; but in any case the conditions of life in the Rome of the last three centuries B.C. were not favourable to its maintenance. The self-sufficingness of the real home (in rure) was clearly impossible here. Vesta and the Penates must have become gradually superfluous even if they ever had a place here: provisions were only bought for the need of the moment, or procured from the public distribution of corn, and the meal thus obtained was given, as time went on, to pistores to be baked. Pliny tells us that baking came in as a trade in 171 s.c., a fact which we may perhaps connect with the growth of insulae after the Punic wars and the irruption of new population. Where there was neither permanent store nor daily cooking, neither Penates nor Vesta, what home life could there have

It seems likely that all the essentials of home were by the last century of the republic absent in the *insula*; and in this period we meet with another tendency, which steadily worked in the same direction. We know, of course, that in southern climates people live much more out-of-doors, even in the winter, than we do; that in Mediterranean cities like Athens the centre of life came to be more and more the *agora* and other public places. So at Rome, as the city became the pivot on which society turned, whether high or low, and more especially in the last two centuries B.C., we find a beginning made of the building of all those places of public resort, whether for business or pleasure, which

under the empire made Rome the most convenient and sociable city in the world. The porticus, the basilica, the circus, the theatre and the baths, all conspired to shift the centre of human life from the home to the city, from the family to the forum. I know nothing that so well illustrates this change as the first book of Ovid's Ara Amatoria. Of family and home life he says nothing, and apparently cares less—it is not life for him; but for the happily unmarried who are without a real home, Rome and all its sights and places of public enjoyment is indeed a Paradise.

For the lower population, apart from the games and other amusements, there was the *popina* and the *taberna* of the kind described in the Virgilian *Copa*, with its small delights of dancing and singing. I am inclined to suspect that these *tabernae* gave shelter for the night to many of the submerged tenth who were really homeless, and slept in such lairs as they could find. What does Tacitus I mean by the *cubilia*, which he couples with *tabernae* in describing the places where great numbers were caught and drowned by the great flood of the Tiber in A.D. 69?

But in whatever degree this homelessness of the masses was a fact, the life of the *insula* and the necessity as well as the attraction of the out-of-door life must have helped to weaken the fibre of the urban population. No doubt it made them sharper, as it does in our own towns, but it also made them restless, pleasure-loving, and so too reckless and revolutionary, useless for prompt political or military action.³ Augustus so clearly saw this, that he reluctantly but deliberately took the line of making this population comfortable in body and mind, by simple petting, so that they might not make every one else uncomfortable, as they had been wont to do.

What I have said about the effects of out-door life on the lower classes applies also to the upper, to which we must now return for the few minutes that are left. The

¹ Hist. i. 86.

² Cp. Sallust, Oct. 37.

famous fragment of Lucilius about the fretful contentious life in the Forum applies equally to the rich and poor:

Nunc vero a mani ad noctem, festo atque profesto, Totus item pariter populus, plebesque patresque Iactare indu foro se omnes, decedere nuaquam.

All day long, he adds, they do nothing but talk and quarrel, flatter, deceive, and plot. Can the lack of a true home life be better described than in these lines, even if the satirist exaggerates? The gravitas of the old Roman character seems to have disappeared with the privacy of the atrium. And indeed it is true, in modern as well as ancient life, that gravitas is a quality of the home, restlessness a quality of the street. Every one who knows anything of the social life at Rome, or even of the political life only, of the age of Cicero, must have been struck by the instability of character, the infirmity of purpose, the restlessness and love of change, that mark the younger men and women of that time. Of Caelius, Milo, Curio, and their kind, we can but say that, "Unstable as water, they could not excel." Their contemporary Lucretius 1 paints this restlessness in a passage which brings home to us vividly the relation between the disposition of man and the way he is housed:

Ut nunc plerumque videmus
Quid sibi quisque velit nescire et quaerere semper
Commutare locum quasi onus deponere possit.
Exit saepe foras magnis ex aedibus ille,
Esse domi cum pertaesumst, subitoque revertit,
Quippe foris nihilo melius qui sentiat esse.
Currit agens mannos ad villam praecipitanter
Auxilium tectis quasi ferre ardentibus instans:
Oscitat extemplo, tetigit cum limina villae,
Aut abit in somnum gravis atque oblivia quaerit,
Aut etiam properans urbem petit atque revisit.

These wonderful lines aptly introduce the last remarks I have to make about the decay of Roman home life. While the masses are homeless in the sense of being without a

house, and often perhaps without even a room of their own, the wealthy are building themselves palatial residences on the hills of Rome, too magnificent to be worthy of the name of home, rather indeed, as Sallust says, like cities, and then selling them again,—for the constant buying and selling of town houses is one of the most curious features of that age; and not only that, but they are doing the same thing in the country, buying land wherever the fancy takes them, and building villas with all the latest improvements, vying with each other in the invention of new luxuries both in house and grounds. I say nothing here of the great mansions of Baiae and Bauli, which, if they were homes at all, were homes of vice; but let us reflect that every man, even of such moderate means as Cicero's, had his villas scattered about Latium and Campania, answering the purpose of our modern hotels at "health resorts." This means restlessness, and at the same time it helps to stimulate it-another point in which the life of that last century s.c. reminds us of our Neither the palace in the city nor the villa in the country could really be a home. Cicero, indeed, as I have already said, did feel that his ancestral villa at Arpinum was his real home—the charming introduction to the second book of his De Legibus proves that; but all his other villas, even the loved one at Tusculum, are convenient resorts and He never mentions their household deities. The atrium has disappeared in them, as in all the villas of which we know the ground-plan-or rather, it has become the kitchen, it is relegated to purely material purposes.

Cicero was a good man with high aims, but I do not doubt that this multiplication of homes was bad for him. For steady thought or persistent work, one must have an abiding-place. I would suggest that the want of the power of intellectual concentration, of deep and sustained thought, among the Romans, as well as the looseness of their family life in these later periods of their history, may be brought into connection with the history of the Roman house.

You will doubtless have noticed one apparently unpardon-

able omission in what I have been saying: I have hardly even referred to the position of woman in the house,—and is it not woman, above all else, that makes a house into a home? But the fatal clepsydra has been haunting me all through; I have had to sacrifice the materfamilias. It would be interesting to go over the story again and to fit her into it, and I will just briefly indicate how this might be done.

First, we should have to see how the characteristic Roman lady of the best time, the type which so strongly attracted the gentle and homely Plutarch, and through Plutarch has descended to Shakespeare, is inseparable from the atrium where she sat and spun and ruled. To know that dignified matron you must know the old Roman house; and to understand how that house was a home, you must know the Roman Secondly, we should note that the period in which that noble type of lady gradually disappears, losing in gravitas and self-restraint, while she gains her legal freedom and makes a monde for herself, exactly corresponds with that in which the atrium ceases to be a private room, in which the life of the insula begins and grows, the charms and conveniences of out-door life in the city are ever on the increase, and restlessness and homelessness too are induced by the multiplication of residences. Reading the other day Mr. A. C. Clark's new Oxford text of Asconius, I was touched by a few words, unintentionally pathetic, in which it is made plain that the mistress and the atrium are no longer inseparable. The mob broke into the house of Milo and broke up, among other things, the spinning materials which were there ex vetere more. They were there as a symbol of what had in reality vanished. Still, we must not be too sure that behind the scenes of public life, which we call history, there was not yet a home life maintained, chiefly by the womanly graces, which are after all to be found in all ages. home life lives recorded for ever in the famous inscription which we call The Praise of Turia, dating from the very

time when we are apt to think of Roman married life as at its lowest ebb. As I read it through again I feel that there is indeed a home life that transcends the material limits of the house, and is based on the eternal laws of Love and Duty.

INDEX TO THE PROCEEDINGS

A.—CUMM	UNICA	TIUNS	AND	DEBATES

			PA	CE
GREEK AND THE CLASSICAL RENAISSANCE OF TO-DAY	•	•	•	33
Pronunciation of Greek				1
Teaching of Latin in Smoondary Schools		•		16
THE DECAY OF ROMAN HOME LIPE SHOWN FROM THE	Hæro	RY (P	
THE ROMAN HOUSE	•	•		83
THE EXCAVATIONS OF THE BRITISH SCHOOL AT ATHENS	•			79
THE HERITAGE OF UNREASON IN SYNTACTICAL METHOD	•			53
THE PILLAR AND THE MAIDEN	•	•	•	65
B.—ACTA				
Accounts Adopted	•	•		14
Officers and Council Elected				12
PLACE AND DATE OF NEXT GENERAL MEETING .				14
Reports:				
COMMITTEE ON GREEK PRONUNCIATION (GENERALLY A	LPPR0	ved)		8
Council (adopted)	•			12
CURRICULA COMMITTEE (REPORT RECEIVED) .				20
CURRICULA COMMITTEE (RESOLUTIONS CARRIED)	27,	29,	31,	32
VOTES OF THANKS:				
To the Obganisers, etc., of the Cambridge M	metin	e e		15
To the President	•	•	•	15

C.—NAMES OF THOSE WHO TOOK PART IN THE PROCEEDINGS

			PAGE	l			PAGE
Bmr., G. C	•		20	HEARD, W. A			7
BERNAYS, A. E			7	KENYON, F. G		12,	13
BULL, R			25	Lawis, Mrs			7
Burrows, R. M			7	LYTTELTON, E		24,	31
BUTCHER, S. H. (Presi				•		20,	
, ,		-	33	· ·	-		
CARPARI, M. O. B.			15	MURRAY, GILBERT		13,	
CHOLMELEY, R. F.			27	Papillon, T. L.	12,	14,	15
COLLINS, A. J. F.			7	Рорв, G. H		•	15
COMPTON, W. C			7	POSTGATE, J. P			
CONWAY, R. S				RIDGEWAY, W		. 7	. 8
Cook, A. B				RUSHBROOKE, W. G.			-
CORNFORD, F. M.			5	SANDYS, J. E			
DAWKINS, R. M							
DUNSTALL, Miss M. C.		•	29	SMITH, NOWELL .			
FLETCHER, F				Sonnenschein, E. A. S			14,
Fowler, W. WARDE						16,	-
GAVIN, Miss E			25	WALTERS, W. C. F.		•	
HALE, W. G				WILLIAMS, BASIL .			29
HARRISON, E				WITTON, W. F			
HARRISON, Miss J. E.				Wood, Miss M. H.			24
HEADLAN, J. W				,			
•							

GREEK PRONUNCIATION

(Interim Report of the Pronunciation Committee, October, 1907.)

THE Pronunciation Committee of the Classical Association, which has already reported on Latin Pronunciation, is empowered also "to consider what changes in the present pronunciation of Greek should be recommended for general adoption."

In drawing up the following scheme, the Committee has considered only the pronunciation of the vowels and consonants in-Greek, postponing at present the more difficult problem of accentual pronunciation.

The following suggestions are not put forward as constituting a complete or final scheme, but as approximations which, for teaching purposes, may be regarded as practicable, and at the same time as a great advance on the present usage, both for clearness in teaching and for actual likeness to the ancient sounds.

Quantity.

As in Latin, the quantities of the vowels should be strictly observed. For example, the short vowels in $\pi a \tau \eta \rho$, $\tau i \nu \omega$, $\chi o \rho o i \tau$, $\tilde{v} \delta \omega \rho$, should be carefully distinguished (by prolongation, not by stress) from the long vowels in $\phi \rho \tilde{a} \tau \rho l s$, $\kappa \tilde{v} \nu \tilde{\omega}$, $\chi \dot{\omega} \rho a$, $\tilde{v} \mu e i \tau$.

Vorvele.

- ā and ā, ī and ī, c and o (the last two being always short)
 may be pronounced as the corresponding vowels in
 Latin: i.e.
- a, as a in father.
- ă, as a in aha.
- i, as ee in feed.
- 7, as i in Fr. piquet, nearly as Eng. i in fit.
- ě, as e in fret.
- 3, as 0 in not.
- q (long open s) as d in Fr. il mons (nearer Eng. ea in bear than ey in grey).

w (long open o) as o in Fr. encore

(nearer Eng. oa in broad than Eng. o in bone).

v as French ü in du pain. v as French ü in rus or Germ. ü in grün.

Diphthongs.

a: = a + : as Eng. ai in Isaiah.

o: - o + : as Eng. of in oil.

v. = v + , as Fr. ui in lui.

In $q \neq \psi$ the first vowel was long, and the second only faintly heard.

c. The precise sound of ci is difficult to determine, but in Attic Greek it was never confused with η till a late period, and to maintain the distinction clearly it is perhaps best for English students to pronounce it as Eng. eye, though in fact it must have been nearer to Fr. έs in passés, Eng. ey in grey. The Greek 'Δλφειέν is Latin Alphēus.

av = au, as Germ. au in Haus, nearly as Eng. ow in gown. av = au, nearly as Eng. ew in few.

ev as Eng. 00 in secon, Fr. ou in rous.

Consonants.

- π , β , τ , δ , κ and γ as p, δ , t, d, c or k and g respectively in Lat.; except that γ before γ , κ and χ is used to denote the nasal sound heard in Eng. ankle, anger.
- ρ , λ , μ , ν as Lat. r, l, m, n.
- σ, ε always as Lat. 8 (Eng. 8 in mouse), except before β, γ and μ, where the sound was as in Eng. has been, has gone, has made: e.g. ἄσβεστος, φάσγανον, ἐσμός.

Aspirates.

The Committee has carefully considered the pronunciation of the aspirated consonants in Greek. It is certain that the primitive pronunciation of χ , θ , ϕ was as k.h, t.h, p.h, that is as k, t, p followed by a strong breath, and the Committee is not prepared to deny that this pronunciation lasted down into the classical period. Further, there is no doubt that the adoption of this pronunciation makes much in Greek accidence that is otherwise obscure perfectly comprehensible. If $\phi_{\alpha \ell \nu \nu}$ be pronounced $\pi h_{\alpha \ell \nu \nu}$, it is readily understood why the reduplicated perfect is

memhηνa; but if it be pronounced raive, the perfect, pronounced πείηνα, is anomalous. The relation of θρίξ τhριξ to τρίχα τρικha becomes perfectly intelligible, the h, which can be pronounced with difficulty, if at all, before s, having shifted itself to the 7. This advantage seems to be one of the reasons why it has been adopted in practice by a certain number of English teachers.

In the course of time the pronunciation of the aspirates changed by degrees to that of fricatives, which is now current in most districts of Greece, ϕ becoming f, θ pronounced as th in English "thin," and χ acquiring the sound of the German ch.

If the later sounds are accepted, no change in the common pronunciation of θ and ϕ in England will be required, but it will remain desirable to distinguish between the sounds of κ and χ , which are at present confused: and axos, raive and xaive being now pronounced alike. This may be done by giving χ the sound of kh, or of German ch, as in auch. The Committee would, on the whole, recommend the latter alternative as being more familiar in German, Scotch, and Irish place-names.2

The Committee, though loth to do anything to discourage the primitive pronunciation of the aspirates, has not been able to satisfy itself that it would be easy to introduce this pronunciation into schools to which it is strange; and it is of opinion that it is not advisable to recommend anything at present that might increase the labour of the teacher or the student of Greek. therefore abstains from recommending any change in the common pronunciation of the aspirates except in the case of χ .

S. H. BUTCHER, Chairman.

R. S. CONWAY.

ROBINSON ELLIS.

C. A. A. Du Ponter.

R. C. GILSON.

J. P. POSTGATE.

W. H. D. Rouse.

W. G. RUSHBROOKE.

S. E. WINBOLT, Hon. Sec.

M. H. WOOD.

¹ The dates and stages of these changes cannot as yet be settled with precision. But the practical choice seems to be between the earliest and thet atest values, though there is no doubt whatever that a distinct h was heard in all these sounds long after the 5th century B.C.

The word $\chi\theta\sigma\sigma\delta\sigma$ is pronounced with one aspirate only.

REPORT OF THE CURRICULA COMMITTEE ON THE TEACHING OF LATIN IN SECONDARY SCHOOLS

This Report falls into two sections, (A) that relating to the course of study in schools with a leaving age of eighteen or nineteen, and in schools preparatory thereto, (B) that relating to secondary schools under a local education authority.

(A) ON THE TEACHING OF LATIN IN SCHOOLS WITH A LEAVING AGE OF EIGHTEEN OR NINETEEN, AND SCHOOLS PREPARATORY THERETO.

We have not felt it to be our duty to consider in detail the character or scope of the teaching that a child should receive in the early stages of its education, but we venture to Proparatory express our conviction that it is desirable that the Schools. greatest importance should be attached at an early stage to the study of English. Before children begin the study of a foreign language they should have learned to use their mother tongue with some degree of correctness and fluency, both orally and in writing, and have acquired a good stock of words and a habit of orderly and connected thought. They should also have learned to read aloud with accuracy and intelligence, and, so far as possible, with taste; and they should have become familiar with a considerable quantity of good English prose and verse of a character suited to their age. A feeling for literature may thus be developed which, while of the highest value in itself, will also help the pupil afterwards to appreciate the classics. An elaborate study of English grammar is not useful at this stage. In English it is not form but function which in the main distinguishes the "parts of speech," and the chief aim of teaching should be to attain a mastery of the broad principles of sentence

REPORT OF THE CURRICULA COMMITTEE

structure and the functions of words. The teaching of the elements of English should not be encumbered with distinctions which are not vital to English itself, but the fundamental grammatical notions should be taught in such a way as to prove a help when pupils approach the study of other languages.

Assuming, therefore, that the study of the mother tongue should precede the study of any foreign language, we desire also to call attention to the disadvantages attending the common practice of beginning a second foreign language before the pupil has acquired an adequate knowledge of the first, and a third foreign language before the pupil has acquired an adequate knowledge of either the first or the second. The elements of three foreign languages taught concurrently take up a very large portion of the school day, and pupils of only average ability naturally make very slow progress in any of the three languages, and consequently tend to lose interest in their work and to do it mechanically. We think that better results would be obtained if it were recognised that learners should never begin two languages at or about the same time, but should have been well grounded in the elements of one language before beginning a second, and well grounded in the elements of the second before beginning a third.

An adult who desires to learn a language finds that he succeeds best by working at it every day. In the same way we think that the best results are obtained at school when a pupil beginning a new language has a daily lesson in it. We have, however, good reason to believe that so obvious a principle is often forgotten, especially in girls' schools as regards the teaching of classics, and in some boys' schools which attempt a very wide curriculum. Yet if several days are allowed to elapse between one lesson and another, the original impression is often effaced and the work has to be done afresh. The method which we are recommending also tends to keep the pupils interested in their work and encouraged by the sense of making progress. We think that as a general rule pupils should devote themselves to the study of their first foreign language for at least a year before any other foreign language is taken up, and to their second foreign language for at least a year before a third foreign language is begun. When, as will often be the case, a modern language taught colloquially and at an early age is the first foreign language studied, we think that the study of Latin should not be postponed beyond the age of eleven. Greek should not be begun until the pupil is at least able to translate an easy piece of narrative Latin, and is so familiar with the commonest inflexions and constructions that he can use them correctly in composing Latin sentences of a simple character.

In the early stages of learning a language great demands on the memory are inevitable, and there is always The study of Latin: methods a danger of making these demands excessive by of teaching putting before the pupil a bewildering mass of unfamiliar words and inflexions. In teaching the elements of Latin, we should restrict ourselves to what is of frequent occurrence. The really useful words, inflexions, and constructions should be introduced gradually and thoroughly worked into the pupil's mind, by constant practice in translating from and into Latin. By thus concentrating attention on what is of common occurrence it should be possible for the pupil, in a comparatively short time, to acquire a working knowledge of the language such as will enable him to pass without great difficulty to the intelligent reading of a Latin author.

It may be worth while to point out that the principle of concentrating attention on what is common and essential is constantly violated in practice. If we study the grammar questions set in the scholarship examinations of some of the public schools or in University Matriculation Examinations, we find such forms asked for as the ablative plural of filia, the accusative singular of nouns like tussis, amussis, the genitive plural of accipiter or panis, the gender of gryps, hydrops, or accer ("maple-tree"), the forms of Greek nouns as declined in Latin, and rare or non-existent comparatives and superlatives and "principal parts" of verbs, to say nothing of forms which, though

If Filiabus is not wanted for the purpose of reading Latin literature until the pupil comes to the Civil War of Caesar (where it occurs once, II. 108. 3, for the sake of distinction from filits) and the 24th book of Livy (where it also occurs once, ch. 26. 2, according to the MSS.; but the reading is doubted by Weissenborn); and here a reference to the dictionary will give the information required. Elsewhere Livy uses filits in the sense of "daughters" (XXXVIII. 57. 2, ex duabus filits); so too Plautus twice, without any word to indicate the gender, such as duabus (Stick. 567, Poen. 1128).

REPORT OF THE CURRICULA COMMITTEE 101

they occur in classical authors, are no necessary part of the mental outfit of the beginner. The method of attempting to commit the whole of the accidence to memory at an early stage without practice in the use of the forms learned is kept alive by such questions, and the study of grammar is thus divorced from the study of actual speech. A similar criticism may be applied to the teaching of rare syntactical types, especially if they rest on imperfect evidence, such as non dubito quin futurum sit ut urbs capiatur. An examination of the Public School Entrance Scholarship papers, reprinted in Vol. VI. of the Special Reports on Educational Subjects (Board of Education), will show that many of the sentences set in them are not well suited to test, as they should, whether the candidate possesses a practical knowledge of the common constructions and a good working vocabulary.

As to the particular shape in which this practice in common words, common forms, and common constructions should be given, more than one method is possible. The use of a classical author at the stage contemplated is, indeed, excluded by the fact that no classical author satisfies the conditions; nor could extracts from the classics be made which would contain only the words, forms, and constructions required. But it is possible to present vocabulary and grammar either in the form of isolated sentences or in the shape of a connected narrative specially written for the purpose. Perhaps the best plan is to combine the two—that is, to construct a very simple narrative for translation into English and isolated sentences for translation into Latin. It is possible, though not easy, to write a connected narrative in which the new grammatical points are systematically introduced and the vocabulary gradually extended. The merits of this method are that sentences woven together so as to form a continuous discourse need not be more difficult or varied in construction, and are from the nature of the case more easily intelligible in their context than isolated sentences; that words, forms and constructions embedded in a context of meaning acquire a certain energy and power of impressing themselves on the memory which they lack in isolation; and that the mere interest of the story contributes to the acquisition of the art of reading, as distinct from construing. On the other hand, exercises consisting of disconnected sentences for translation into Latin have their value. It is easier, if the writer does not attempt to form them into a continuous passage, to introduce exactly the words and grammatical forms in which the pupil requires practice, to concentrate his attention on some puzzling construction, excluding for the time other difficulties, whether of vocabulary or grammar, and by reiteration to make him thoroughly familiar with it. It is, perhaps, worth remarking that the pupil will not learn Latin from doing the sentences wrong: it is essential that, if approximate correctness is not attained, he should rewrite the sentences in which he has made mistakes, so that he may retain in his memory the impression of an idiomatic piece of Latin.

In accordance with the recommendation of our interim report presented in January, 1906, the Classical Association has adopted the principle "that in the lower and middle forms Public Schools. of boys' public schools Greek should be taught only with a view to the intelligent reading of Greek authors." This principle, as we explained in our report, does not exclude a study of grammar or the practice of simple forms of composition as means to the reading of Greek literature. But in Latin the function of grammar and composition must be defined differently; they should be studied not only as a means to the intelligent reading of Latin authors, but also as a linguistic discipline and with a view to training the mind in habits of clear and logical thinking. Perhaps, however, what needs more emphasis is that the literary and historic interest of the authors read should not be neglected even in the earlier stages of learning. too common even at the present day for teachers to set up a mechanical conception of Latin as a merely formal gymnastic, instead of regarding it as a literature capable of exerting a strong attraction upon the pupil and of becoming a powerful influence for the training of taste, the development of character, and the awakening of intellectual ambitions. It should never be forgotten that Latin literature has largely contributed to making the life and literature of the civilised world of to-day what it is. These two ends of formal and literary study are, however, not inconsistent with one another. Latin may and should be so taught as to realise them both at the same time. practice of composition is of the utmost importance, not only as developing habits of clear thinking, but as giving a fuller insight into the spirit of the Latin language.

The ends to be kept in view in the study of Latin are, therefore, two: (i) the intelligent reading of the more important Objects of Latin authors; (ii) a linguistic and logical discipline. the study In connexion with the first of these ends, the of Latin. Committee desires to call attention to the importance of planning out the course of reading on some well-considered principle, so as to make it as profitable as possible and representative of what is best in Latin literature.

Considering the fact that the majority of pupils will not read many new Latin books after they have left school, the Course of Committee feels that teachers cannot be too careful reading. in the selections which they make of authors for study; much energy is wasted at the present time by a haphazard method of procedure. The Committee has therefore considered (a) which authors are most worth reading at school, and (b) in what order they should be taken, in view partly of their linguistic difficulty, partly of the suitability of their contents for reading at different ages. In drawing up the scheme appended to this part of the Report the Committee has had the advantage of the assistance of a number of experienced teachers who have co-operated with a Sub-Committee appointed for this purpose 1; but the scheme is submitted only as a specimen, and not as necessarily the best that could be devised.

The suggestions of the scheme are based on the supposition that the pupil will go through a preliminary course of work on a Reader. Whether this preliminary course lasts for two years or one will depend on the method of teaching employed. If Latin is taken after some mastery of French has been acquired, it may be possible to limit the preliminary grammatical work to one year. Otherwise two years will probably be necessary.

In making its selection of authors the Committee has tried to bear in mind the claims of both subject-matter and style. In most cases authors worth reading for their subject-matter are also worth reading for their style (e.g. Livy and Vergil);

¹ The Sub-Committee consisted of Sir A. F. Hort and Professor Sonnensohein, together with the following co-opted members: Professor E. V. Arnold, Mr. C. G. Botting, Mr. Butcher, Mr. M. O. B. Caspari, Mr. R. C. Gilson, Professor Hardie, Professor Mackail, Mr. M. J. Rendall, Miss Slater, Mr. H. Williamson.

but where the two claims are to some extent opposed the Committee has chosen such works as on the whole seem best suited to a particular stage of learning. For the earlier stages the interest of the subject-matter is of more importance than the beauty of the style; the capacity to appreciate style is developed later, and it is at the later stages that the style of the authors read begins to exercise an important influence on composition.

The Committee has deliberately rejected certain authors as of inferior educational value—s.g. in the early stage, Eutropius and Cornelius Nepos; in the middle stage, Sallust 1; in the latest stage, the Silver Age epic poets, whose works it is thought should form no part of the school curriculum, but be reserved for University study.

The Committee thinks that encouragement should be given to the practice of not limiting the amount of reading done in school to what pupils have time to prepare out of school. The conventional system of "prepared construing" seems to need considerable modification. The traditional course of reading may be widened if time is allowed in class for reading ahead after the translation of the passages set for preparation; but passages read as unseens in class may with advantage be set for revision out of class.

The principle of using selections may be safely applied wherever it does not involve scrappiness of reading—e.g. it may be applied without sacrifice of unity to the Odes, Satires, and Epistles of Horace, and to the Elegies of Propertius. On the other hand, the principle of continuity should be more thoroughly applied than at present to certain works; the Aeneid, for example, should be treated so far as possible as a literary whole, the several books being read in consecutive order, though possibly with some omissions of the less important parts, which might be read in a good English verse translation. In this connexion the Committee desires to call attention to the important difference which exists between reading a book

¹ The rejection of Sallust in favour of Livy has the support of Quintilian (Inst. Orat. II. 5. 19). In answer to the question, "qui sint legendi incipientibus?" he says, "Ego optimos quidem et statim et semper, sed tamen corum candidissimum quemque et maxime expositum velim, ut Livium a pueris magis quam Sallustium."

REPORT OF THE CURRICULA COMMITTEE 105

with some omissions and reading a collection of excerpts selected with a view to their individual beauty of thought or diction. By means of omissions it becomes possible in the case of long works, such as the history of Livy or the Aeneid of Vergil, to get a connected view of the story or message which the author has to communicate: whereas, if the attention of the pupil is confined to one or two books, he necessarily fails to get an idea of the work as a whole. To omit parts of a work which is too long to be read in its entirety is, therefore, the only practicable method of acquiring an understanding of its contents and unity.

A SPECIMEN COURSE OF LATIN READING FOR SCHOOLS WITH A LEAVING AGE OF EIGHTEEN OR NINETEEN, AND SCHOOLS PREPARATORY THERETO

I. PRELIMINARY STAGE (AGES 10 OR 11-14)

1ST YEAR:

Preparatory Course.

2ND YEAR:

Proce: Simplified Caesar—e.g. part of B.G. IV., V. (The Invasion of

Britain); or,

Simplified Livy—e.g. passages from Books II. and IX. The passages selected should form a continuous narrative.

rse: Some fables of Phaedrus (omitting the "morals." which are

Verse: Some fables of Phaedrus (omitting the "morals," which are difficult) and some easy selections from the elegiac poems of Ovid.

3RD YEAR:

Prose: Dramatic scenes and incidents from Livy—e.g. passages from

Books V., VII., VIII. (not simplified); or,

Episodes (not simplified) from Books V., VI., VII. of Caesar's Gallio War.

Verse: Stories from Ovid's Fasti and Metamorphoses, or A miscellaneous selection of Latin verse.

II. ADVANCED STAGE (AGES 14-18)

1ST YEAR;

Prose: Cicero: one or more of the easier orations, such as In Catilinam, I., III., Pro Lege Manilia, De Provinciis Consularibus, Pro Ligario, together with passages of some length from other speeches, such as the Verrines, Actio II., Books IV. and V., and some stories of Roman life or easy letters of Cicero.

Verse: Vergil, Aeneid, I. and II.

2ND YEAR:

Proce: Livy, XXI. and XXII. (as much as possible of these books, not omitting the battle of Cannae in the later part of Book XXII.).

Verse: Vergil, Aeneid, III., IV. and V. (Considerable portions of Book V. might be taken for rapid reading in class.)

A few select Odes of Horace,

SED YEAR:

Proce: One of the longer speeches of Cicero, or part of the Civil Wer of Caesar, together with the Somnium Scipionis and the praise of literature in the Pro Archia (sections 12-32).

The Agricola of Tacitus.

Verse: Vergil, Aeneid, VI. and parts of VII.—XII. Select Odes of Horace.

4TH YEAR:

At this stage there will naturally be much freedom of choice.

(a) The following books are suggested as necessary to complete the above scheme of reading:—

Prose: One or more books of the Annals or Histories of Tacitus.

One or more books of a philosophical or rhetorical treatise of Cicero (e.g. Tusculan Disputations, Book V., or a book of the De Oratore).

A few selected letters of Cicero.

Verse: Horace: select Satires and Epistles. Selections from Catullus and Propertius.

Lucretius: Book V. and selections from other books.

Juvenal: three or four Satires.

(b) The following books are suggested as less essential; some of these might be taken for rapid reading in class:—

Prose: Cicero, De Amioitia and De Senectute.

Livy: some of the later books.

Quintilian, Book X.

Seneca: a treatise such as the De Clementia, or selections from

the Epistulae Morales.
Pliny: select letters.

Verse: Plautus or Terence: one or two plays.

Vergil: some of the Ecloques and Georgics.

(B) ON THE TEACHING OF LATIN IN SCHOOLS WITH A LEAVING AGE OF ABOUT SIXTEEN 1

Hitherto in this Report we have had mainly in view those schools where the leaving age is eighteen or nineteen, and to which boys proceed from preparatory schools where both Latin and

In the preparation of this part of the Report the Committee has had the assistance of a Sub-Committee consisting of the Rev. Canon Bell (Chairman), Mr. A. E. Holme, Mr. W. F. Witton.

French are included in the curriculum. There exists, however, a large and increasing number of secondary schools of which the pupils, to a great extent, receive their early education in public elementary schools up to the age of twelve or thirteen, afterwards proceeding to the secondary schools for three or four years. Some valuable facts relating to the teaching of languages in such schools will be found in a report submitted to the Committee by Mr. F. Roscoe and reproduced in an appendix below (p. 110).

When it is remembered that on entering the secondary school the pupils have usually no knowledge of any language but their own, and must begin the study of mathematics, science, and other non-literary subjects, it is plain that the complete and systematic study of Latin, both linguistically and as literature, which is both desirable and attainable under the conditions of the schools hitherto dealt with in the Report, will be quite out of the question in schools of this type.

Yet the teaching of Latin by such methods as will lead to results of permanent value at the close of a boy's career is desirable in such schools. The study of Latin gives a training in clearness of thought and accuracy of expression not easily obtained from the study of a modern language, introduces the pupil to the life of the ancients, is a necessary preliminary to the study of the origin of modern institutions, and assists in the comprehension of English literature.

The study of Latin in such schools has, in the past, met with the opposition of many parents, largely because on the older system of teaching the average boy rarely gained any real knowledge of the language in the time allowed. It will, therefore, be necessary rigorously to limit the scope of the work attempted to what can reasonably be accomplished in the time available—not more than four or five lessons a week for three or four years.

If in this time some tangible results could be attained by the average boy, such as the power of reading the easier Latin authors and some acquaintance with Roman life and history, the subject would be more popular than it has been hitherto.

We therefore recommend that in these schools Latin should be taught with a view to the intelligent reading of the easier Latin authors, and to supplying that discipline in clear and accurate thought which is not so readily obtained from the study of a modern language.

It is specially important to ignore all that is uncommon in grammar, and to ensure a thorough knowledge of the grammatical forms and constructions commonly occurring in the authors read, and not to use composition except as a means of understanding and remembering these forms and constructions. To gain these ends a scheme of work is recommended of which the following may be taken as a sample:—

1st year.—A Reader with grammar and exercises based on the text and systematically graduated.

2nd year.—Simplified narrative passages from Latin proce authors, with graduated exercises as before.

3rd year.—Easy portions of Caesar and Cicero, with selections from Tibulius or Ovid, together with grammar and exercises as before.

4th year.—Whole books selected from the works of the following authors—Cicero, Livy, Tacitus (Agricola), and Vergil. Some letters of Pliny and Odes of Horace may be read. Or the books set for a Matriculation Examination.

The standard aimed at should be that of the Senior Local Examinations, or of University Matriculation or Preliminary Examinations; and this would generally be reached by those who had passed through the fourth year's course satisfactorily. It is important that, after the first year, reference should constantly be made to a simple manual of accidence and syntax.

We are of opinion that not less than four periods a week should be devoted to Latin, and strongly urge one lesson a day where possible. The suggestion has been made that time might be saved for this purpose if the formal teaching of English grammar were combined with that of the Latin grammar and dispensed with as a separate subject.

A difficulty will arise in co-ordinating the work of elementary school pupils with that of the boys who have been in the preparatory department of the secondary school itself, since the latter will usually have learnt some French, if not some Latin, before the age of twelve. This difficulty is obviated in most schools by a separate classification for Latin and French, at any rate in the lower forms, by which means also the boys may

REPORT OF THE CURRICULA COMMITTEE 109

be taken in smaller numbers for languages than for other subjects. The elementary stages of learning are the most important, and the work should be entrusted to the most competent and experienced teachers. Such teachers are at present few in the schools we are considering, but, as in the case of the newer methods of teaching French, the demand will doubtless create the supply.

(Signed)

E. A. SONNENSCHEIN (Chairman).

G. C. BELL.

R. M. Burrows.

W. C. Compton.

ETHEL GAVIN (Representative of the Head Mistresses' Association).

J. Gow (Representative of the Head Masters' Conference).

A. E. HOLME.

A. F. HORT.

E. D. MANSFIELD (Representative of the Preparatory Schools Association).

G. G. A. MURRAY.

J. A. NAIRN.

T. E. PAGE.

W. E. P. PANTIN.

A. B. RAMSAY.

W. H. D. ROUSE.

ADELE F. E. SANDERS (Representative of the Assistant Mistresses' Association).

LUCY SILCOX.

R. D. SWALLOW (Representative of the Head Masters' Association).

W. F. WITTON (Representative of the Assistant Masters' Association).

C. COOKSON (Secretary).

APPENDIX

By Mr. F. Roscoe, Master of Method in the Day Training College of the University of Birmingham

Schools have been established in large numbers during the past three years by county and borough authorities for the purpose of affording provision for boys and girls up to the age of sixteen or thereabouts, and also to furnish a means of training pupil teachers in accordance with the new requirements of the Board of Education. Such schools are recruited mainly from the primary schools of their districts, schemes of scholarships and exhibitions having been set up for the purpose of enabling promising pupils to continue their schooling.

The teaching of Latin to such pupils as these has been found to be attended by considerable difficulty. The teachers almost unanimously ascribe this to the fact that the children coming up from the primary school are imperfectly grounded in English grammar and find it impossible to understand the meaning of ordinary terms, such as passive and active, indirect object, or even subject and predicate. Thus a considerable time has to be spent at the start in giving the most rudimentary instruction on these points.

This state of things is largely due to the fact that for some years there has been a reaction against formal grammar in the primary schools. Whereas formerly the pupils were set to learn grammar in the second standard, beginning at the age of eight and continuing throughout the course, there have latterly been not a few schools where grammar was not taught at all. The old system led to much meaningless drudgery for the children, but the new one leads to endless difficulties in the teaching of composition. A better plan than either is followed in some schools, where the formal grammar teaching is deferred until the pupils are eleven or twelve. It is then found possible to teach the subject intelligently and with profit.

If this plan were universal in the primary schools it would be possible to begin with French, and later to take up Latin in the secondary schools with less waste of time than is involved now. Since these schools have been established so recently, it is not possible to say much concerning the actual results of their work in Latin; but making allowance for the lack of preparation in the pupils, I have found that in Oldbury, where a secondary school was established in 1904, considerable progress has been made. It is also worth noting that the teaching of Latin has met with no opposition from the parents, although these are mostly working-class folk, living a strenuous life in the Black Country.

Already there are signs that the teaching of Latin in these schools

REPORT OF THE CURRICULA COMMITTEE 111

is likely to have a marked effect on the pupil teachers who are trained there. In training colleges attached to the new Universities the course in arts affords the best opportunity to the intending teacher, but hitherto science has been preferred, owing to the fact that Latin was required for arts. Now, however, we find that candidates are preparing themselves for the arts course, and in a few years there will probably be a supply of teachers for the primary schools who will have had a training in grammar and literature. This ought to react on the grammar teaching and serve to remove the great difficulty which I have described.

As an immediate measure it might be useful to persuade the authorities of these schools to exact a higher standard of grammar at their entrance examinations. Also there is need of some outline text-book on the lines of the Parallel Grammars to secure uniformity of terminology as far as possible. Unless this is done we are in danger of substituting confusion for ignorance.

RESOLUTIONS

On the basis of the above facts and suggestions the Committee submits the following resolutions for the consideration of the general meeting of the Classical Association:

- 1. That it is not desirable to begin the school study of two foreign languages, ancient or modern, at or about the same time.
- 2. That in the earliest stage of teaching Latin and Greek the teacher should aim at making his pupils very familiar with such words, inflexions and constructions as occur most commonly in the authors, and especially the first author, to be read at school.
- 3. That the scheme of reading in Latin and Greek authors should be carefully organized and graduated with a view (1) to the selection of such authors as are suitable in respect of both their language and their subject-matter to different stages of learning, (2) to the literary and historical value of the authors or parts of authors selected.

STATEMENT OF ACCOUNTS,

Credit and Receipts.											
				£	8.	d.	£	8.	d		
Investments to January 1st	t, 1907	(cost)	• • •	388	15	0					
Cash balance	•••	•••	•••	216	_	_					
Credit with Mr. Murray	•••	•••	•••		12	2					
Total credit, Januar	y, 1907	,	•••	•••		•••	606	3 4	6		
Entrance fees (101)	•••	•••)								
Subscriptions for 1905 (12)	•••	•••									
,, ,, 1906 (89)	•••	•••		197	1 6	0					
,, ,, 1907 (507)	•••	}	101	10	U					
,, ,, 1908 (42)	•••	•••									
,, ,, 1909–12 (40)	•••]								
Extra payments		•••			2	6					
304 subscriptions for 190	6 and	1907	paid								
direct to the bank	•••	•••	•••	76	0	0					
Life compositions	•••	•••	•••	46	15	0					
American subscriptions	•••	•••	•••	1	10	6					
Total subscriptions p	paid in	1907	•••	•••		•••	322	3	0		
Copies of The Year's Work	bough	t at le	. 9d.	•••		•••	24	17	0		
Dividends, New Zealand St	tock	•••	•••	9	12	10		-			
Interest on deposit	•••	•••	•••	3	15	5					
Total interest, July,	1906. t	o July	1st.			-					
1907						•	13	8	3		
-30,								•	9		

Audited and found correct, (Signed) W. E. P. Pantin.

£966 12

JANUARY 18 TO DECEMBER 31st, 1907.

I	Expen	diture.							
				£	₽.		£	₽.	d.
Printing and stationery (general	al)	•••	•••	28	9	10			
,, ,, (specia	1)	•••	•••	3	17	5			
							32	7	3
Postage	••	•••	•••	•••		•••	12	1	5
Clerical assistance	•	•••	•••	•••		•••	34	6	8
Travelling expenses of member	rs of	Counci	l	•••		•••	28	7	6
Proceedings, January, 1906	•	•••	•••	•••		•••	62	11	7
Cambridge Meeting (general e	xpen	ses *)	•••	•••		•••	30	13	6
Capitation grants to Mancheste	er Br	anch	•••	3	0	0			
,, ,, Birminghs	m	,,	•••		10	0			
Bankers' charges on cheques		•••	•••		1	0			
Returns (subscriptions paid in		:)	•••		10	0			
` -							4	1	0
Paid to the Publisher for The	Year'	s Worl	k, 1906	3		•••	64	0	3
Total expenses for the y	ear t	o Dec	em-						
ber 31st, 1907 †		•••	•••	•••		•••	268	9	3
Balance in bank		•••	•••	143	5	8			
Less cheques not presented	••	•••	•••	31	18	2			
Total cash balance	••		•••	•••		•••	111	7	6
Investments:—									
£289 18s. 5d. New Zealan	d 31/2	& Stock	¢	288	15	0			
£200 India 31% Stock			•••	198	1	0			
£100 Deposit Chartered B	lank	•••	•••	100	0	0			
Total investments .	••	•••	•••	•••		•••	586	16	0

31st December, 1907. (Signed) C. FLAMSTEAD WALTERS, Hon. Treasurer.

£966 12 9

Exclusive of £7 18s. for reporting.
 † Exclusive of cost of Proceedings, October, 1906, £45 16s. 8d.;
 and £7 10s. for clerical assistance—accounts which came in too late.

Supplement to the Balance Sheet

ACCOUNTS FOR "THE YEAR'S WORK," Vol. 1. (As far as concerns the Association)

Receipts. 283 subscriptions from members, per Prof. £ s. d. £ s. d. Sonnenschein 24 15 3 ••• 1 subscription, per Treasurer ... 1 9 ... ••• 24 17 0 Expenditure. Payments to the Publisher: Commission on 250 sales ... 12 10 0 Part payment to staff of contributors ... 26 15 0 283 subscriptions at 1s. 9d. ... 24 15 3 ••• 64 0 3

... 39 3 3

*Deficit, being loss to the Association ...

^{*} This does not include the cost of posting notices to members.



APPENDIX

PERSONAL PROPERTY OF THE PROPE

The following address was written by Dr. Postgate and presented on behalf of the Classical Association by Dr. Ashby, Director of the British School at Rome, to the Società Italiana per la diffusione e l'incoraggiamento degli Studi Classici, at its second meeting, held in Rome in April, 1906.

ITALORVM LITTERARVM GRAECARVM ET LATINARVM FAVTORVM ET VINDICVM SOCIETATEM BRITANNORVM QVIBVS IDEM PROPOSITVM SOCIETAS SALVERE IVBET.

Raro certe atque opportuno Fortunae utimur beneficio quod eo ipso tempore quo Vos alterum iam conuentum acturi estis paucis de nostro numero—uellemus quidem plures: sed plures ne essent incommoda negotiosis hoc anno ratio temporum prohibuit—Romam vestram illam urbium omnium dominam pulcherrimam inuisere contigit ut non solum animo atque cogitatione absentes sed praesentes quoque nonnulli inceptis Vestris faueamus.

Vt de factis primum Vobis gratulemur, ut in futurum prospera ac felicia omnia exoptemus, suadet illa iam omnibus nota Britannorum Italorumque amicitia. cuius ecquod insignius testimonium adferri poterit quam illud Vestratium aetate atque usu comprobatum ac firmatum prouerbium

bella ubiuis gerenda: cum Britannis pax tenenda?

suadent communia nobiscum studia, communis ueterum monumentorum cum amor tum reuerentia, commune denique non aliena auertendi sed nostra atque adeo totius orbis terrarum bona conseruandi pium ac legitimum consilium. in fine rem illam nolumus praeterire quae, si non maximi momenti, tamen ne minimi quidem est cum nostra Vobiscum commercia proxime attingat, prauum istum morem uerba Latina pronuntiandi

qui penitus toto diviserat orbe Britannos

iam in eo esse ut effluat atque obsolescat. quod, Societatis nostrae opera maximam partem effectum, Vobis quoque placiturum satis confidimus ut nihil iam uerendum sit, quod Platonicus ille Socrates uereri se dicit, ne uideamur ὑπὸ φιλολογίας ἀγροικίζεσθαι, προθυμούμετοι ἡμῶς ποιῆσαι διαλέγεσθαι καὶ φίλους τε καὶ προσηγόρους ἀλλήλοις γίγνεσθαι.

Valete atque in studia universo hominum generi profutura feliciter, sicut coepistis, incumbitote.

LONDINIO DATYM MENSE MARTIO EXEVNTE A. S. MDCCCCVII.

[The Italian proverb referred to is:

Col mondo tutto guerra E pace con Inghilterra.]

OFFICERS OF THE ASSOCIATION FOR 1908

PRESIDENT

THE RIGHT HON. H. H. ASQUITH, D.C.L., K.C., M.P.

VICE-PRESIDENTS

S. H. BUTCHER, Litt.D., LL.D., D.Litt., M.P.
THE RIGHT HON. LOBD COLLINS, M.A., LL.D., D.C.L., Litt.D.
R. S. CONWAY, Litt.D., Professor of Latin in the University

R. S. Conway, Litt.D., Professor of Latin in the University of Manchester.

THE RIGHT HON. LORD CURZON OF KEDLESTON, G.C.S.I., G.C.I.E., D.C.L., F.R.S., Chancellor of the University of Oxford. Robinson Ellis, M.A., LL.D., Professor of Latin in the University of Oxford.

THE RIGHT HON. SIR R. B. FINLAY, K.C., LL.D. SIR ARCHIBALD GEIKIE, D.C.L., LL.D., F.R.S.

THE RIGHT REVEREND CHARLES GORE, D.D., D.C.L., Lord Bishop of Birmingham.

W. G. Hale, LL.D., Professor of Latin in the University of Chicago.

THE RIGHT HON. THE EARL OF HALSBURY, D.C.L., F.R.S.
THE REV. CANON E. L. HICES, M.A.

HENRY JACKSON, Litt.D., LL.D., Regius Professor of Greek in the University of Cambridge.

THE HON. MB. JUSTICE KENNEDY, M.A., LL.D.

J. W. MACKAIL, LL.D., Professor of Poetry in the University of Oxford.

THE HON. MR. JUSTICE PHILLIMORE, Bart., D.C.L., LL.D. PROFESSOR J. P. POSTGATE, Litt.D.

- SIR EDWARD J. POYNTER, Bart., D.C.L., Litt.D., President of the Royal Academy.
- THE REV. E. S. ROBERTS, M.A., Vice-Chancellor of the University and Master of Gonville and Caius College, Cambridge.
- Sir E. Maunds Thompson, K.C.B., D.C.L., LL.D., Director and Principal Librarian of the British Museum.

HON. TREASURER

Professor W. C. Flamstrad Walters, M.A., 3, Douglas House, Maida Hill West, London, W.

HON. SECRETARIES

- PROFESSOR E. A. SONNENSCHEIN, D.Litt., 7, Barnsley Road, Edgbaston, Birmingham.
 - E. HARRISON, Esq., M.A., Trinity College, Cambridge.

COUNCIL

- The foregoing ex officio, together with the following:—
 C. Bailey, Esq., M.A., Balliol College, Oxford.
 The Rev. Canon G. C. Bell, M.A.
- Christopher Cookson, Esq., M.A., Magdalen College, Oxford.

 Miss J. F. Dove, Wycombe Abbey School, Bucks.
 - PROFESSOR F. HAVERFIELD, M.A., LL.D., Oxford.
- THE REV. ARTHUR C. HEADLAM, D.D., Principal of King's College, London.
 - F. G. KENYON, Esq., D.Litt., British Museum.
 - THE REV. AND HON. E. LYTTELTON, M.A., Eton College.
 - T. E. PAGE, Esq., M.A., Charterhouse School.
 - SIR F. POLLOCK, Bart., M.A., D.C.L. PROFESSOR W. RIDGEWAY, M.A., Litt.D., Cambridge.
- PROFESSOR W. RHYS ROBERTS, Litt.D., The University, Leeds.

 MRS. A. W. VERRALL.
 - A. W. WARD, Esq., Litt.D., LL.D., Master of Peterhouse, Cambridge.
- H. WILLIAMSON, Esq., M.A., Manchester Grammar School.

RULES

Adopted at the first General Meeting of the Association, May 28th, 1904; Amended at the General Meeting, January 5th, 1906.

- 1. The name of the Association shall be "THE CLASSICAL ASSOCIATION."
- 2. The objects of the Association are to promote the development and maintain the well-being of classical studies, and, in particular:—
 - (a) To impress upon public opinion the claim of such studies to an eminent place in the national scheme of education;
 - (b) To improve the practice of classical teaching by free discussion of its scope and methods;
 - (c) To encourage investigation and call attention to new discoveries;
 - (d) To create opportunities for friendly intercourse and co-operation among all lovers of classical learning in this country.
- 3. The Association shall consist of a President, Vice-Presidents, a Treasurer, two Secretaries, a Council of fifteen members besides the Officers, and ordinary Members. The officers of the Association shall be members thereof, and shall be ex officio members of the Council.
- 4. The Council shall be entrusted with the general administration of the affairs of the Association, and, subject to any special direction of a General Meeting, shall have control of the funds of the Association.
- 5. The Council shall meet as often as it may deem necessary, upon due notice issued by the Secretaries to each member, and at every meeting of the Council five shall form a quorum.
- 6. It shall be within the competence of the Council to make rules for its own procedure, provided always that questions before the Council shall be determined by a majority of votes, the Chairman to have a casting vote.

- 7. The General Meeting of the Association shall be held annually in some city or town of England or Wales which is the seat of a University, the place to be selected at the previous General Meeting.
- 8. The President, Vice-Presidents, Treasurer, Secretaries, and Council shall be elected at the General Meeting, but vacancies occurring in the course of the year may be filled up temporarily by the Council.
- 9. The President shall be elected for one year, and shall not be eligible for re-election until after the lapse of five years.
- 10. The Vice-Presidents, the Treasurer, and the Secretaries shall be elected for one year, but shall be eligible for re-election.
- 11. Members of the Council shall be elected for three years, and on retirement shall not be eligible for re-election until after the lapse of one year. For the purpose of establishing a rotation the Council shall, notwithstanding, provide that one-third of its original members shall retire in the year 1905 and one-third in 1906.
- 12. The Election of the Officers and Council at the General Meeting shall be by a majority of the votes of those present, the Chairman to have a casting vote.
- 13. The list of agenda at the General Meeting shall be prepared by the Council, and no motion shall be made or paper read at such meeting unless notice thereof has been given to one of the Secretaries at least three weeks before the date of such meeting.
- 14. Membership of the Association shall be open to all persons of either sex who are in sympathy with its objects.
 - 15. Ordinary members shall be elected by the Council.
- 16. There shall be an entrance fee of 5s. The annual subscription shall be 5s., payable and due on the 1st of January in each year.
- 17. Members who have paid the entrance fee of 5s. may compound for all future subscriptions by the payment in a single sum of fifteen annual subscriptions.
- 18. The Council shall have power to remove by vote any member's name from the list of the Association.
- 19. Alterations in the Rules of the Association shall be made by vote at a General Meeting, upon notice given by a Secretary to each member at least a fortnight before the date of such meeting.

NAMES AND ADDRESSES OF MEMBERS

February, 1908

** This list is compiled from information furnished by Members of the Association, and Members are requested to be so kind as to send immediate notice of any CHANGE in their addresses to Prof. W. C. F. WALTERS, 3, Douglas House, Maida Hill West, London, W., with a view to corrections in the next published List. The Members to whose names an asterisk is prefixed are Life Members.

Abbott, E., M.A., Jesus College, Cambridge.

ABEL, H. G., M.A., 2, Oxford Road, Wakefield.

ABERNETHY, Miss A. S., B.A., Bishopshall West, St. Andrews, N.B.

ABRAHAMS, Miss E. B., B.A., 84, Portsdown Road, Maida Vale, W.

ADAM, Mrs. A. M., 21, Barton Road, Cambridge.

AGAR, T. L., M.A., 1, Rivershill, Glebelands Road, Ashton-on-Mersey.

AGER, R. L. S., M.A., Tettenhall College, Wolverhampton.

*ALDER, Miss, M.B., 11, Frederick Road, Edgbaston, Birmingham.

*Alford, Miss M., 51, Gloucester Gardens, Bishop's Road, W.

ALINGTON, Rev. C. A., M.A., Eton College, Windsor.

ALLBUTT, Prof. Sir T. CLIFFORD, K.C.B., M.D., F.R.S., St. Radegund's, Cambridge.

ALLEN, Rev. G. C., D.D., Cranleigh School, Surrey.

ALLEN, J. E. R., M.A., Portora, Enniskillen, Co. Fermanagh.

ALLEN, S., M.A., Lisconnan, Dervock, Co. Antrim.

ALLEN, T. W., M.A., Queen's College, Oxford.

Alliott, A. J., M.D., The Vine, Sevenoaks.

Allwood, Miss, 9, The College, Sutton-on-Hull.

Anderson, J. G. C., M.A., Christ Church, Oxford.

Anderson, *Prof.* W. B., M.A., Queen's University, Kingston, Ontario.

*Anderson, W. C. F., M.A., Hermit's Hill, Burghfield Common, Mortimer, Berks.

Anderson, Y., M.A., LL.B., 50, Pall Mall, W.

Angus, C. F., M.A., Trinity Hall, Cambridge.

Antrobus, G. L. N., M.A., Cranleigh School, Surrey.

•Anwil, Prof. E., M.A., 62, Marine Terrace, Aberystwyth.

ARCHER, FRANK, M.A., 8, Dobson Road, Bolton.

ABGLES, Miss E. M., Vice-Principal, Lady Margaret Hall, Oxford.

ARMITAGE, F. P., M.A., Colet House, West Kensington, W.

ARMITAGE, N. C., M.A., Hertelets, Claygate, Surrey.

Armstrad, Miss H., 18, Clifton Hill, N.W.

Arnold, A. J., Pupil Teachers' Centre, Sheffield.

Arnold, Prof. E. V., Litt.D., Bryn Seiriol, Bangor, North Wales.

*Ashby, T., Junr., M.A., British School, Rome.

ASHMORE, Prof. S. G., Union University, Schenectady, N.Y., U.S.A.

*Ashton, Mrs., Heycroft, West Didsbury, Manchester.

Ashwin, Rev. R. F., M.A., Tesdale House, Abingdon, Berks.

Ashworth, Miss H. A., B.A., Withington Girls' School, Withington, Manchester.

ASQUITH, Rt. Hon. H. H., D.C.L., K.C., M.P., 20, Cavendish Square, W.

*ATKEY, F. A. H., Merchant Taylors' School, London, E.C.

ATKINSON, C. W., M.A., Head Master, Grammar School, Ilkley, Yorks.

ATKINSON, Rev. E., D.D., Clare College Lodge, Cambridge.

AUDEN, Prof. H. W., M.A., Principal, Upper Canada College, Toronto, Canada.

Austen-Leigh, E. C., M.A., Eton College, Windsor.

Austin, Alfred, M.A., Swinford Old Manor, Ashford, Kent.

AWDRY, H., M.A., Wellington College, Wokingham.

BADLEY, J. H., M.A., A.M., Bedales School, Petersfield, Hants. BAGGE, Miss L. M., Stradsett Hall, Downham Market, Norfolk.

BAILEY, Cyril, M.A., Balliol College, Oxford.

Bailey, J. C., M.A., 20, Egerton Gardens, S.W.

BAINES, Miss K. M., M.A., High School for Girls, Birkenhead.

BAKER-PENOYRE, J. ff., M.A., 22, Albemarle Street, W.

Bakewell, Miss D. L., Thornhurst, Newcastle, Staffs.

BALCARRES, Lord, M.P., F.S.A., 74, Brook Street, London, W.

Baldwin, S., M.A., Astley Hall, Stourport.

Balfour, Rt. Hon. Gerald, P.C., Athenseum Club, S.W.

BALFOUR, Graham, M.A., Colwich, Stafford.

Ball, Miss M. G., Claremont, S. Bernard's Road, Olton, Birmingham.

Ball, S., M.A., St. John's College, Oxford.

BAMPFYLDE, F. G., M.A., Merchant Taylors' School, London, E.C.

BARKE, Miss E. M., Stoke Lodge, Stoke-on-Trent.

BARKER, E. J. P. Ross, B.A., c/o London and County Bank, Abingdon, Berks.

BARKER, E. P., M.A., 10, Redcliffe Road, Nottingham.

BARKER, Miss E. Ross, B.A., St. Marylebone Rectory, 38, Devonside Place, N.W.

BARKER, Rev. Canon P., M.A., St. John's Vicarage, Bromley, Kent.

BARNARD, P. M., M.A., B.D., 10, Dudley Road, Tunbridge Wells.

*Barnes, Rev. Prof. W. E., D.D., 42, Lensfield Road, Cambridge. Barnett, P. A., M.A., Board of Education, Whitehall, S.W.

*Barran, Sir J. N., Bart., B.A., The Elms, Chapel Allerton, Leeds.

Barrows, Miss M. M., Hampton School, Malvern P.O., Jamaica.

Battiscombe, E. M., Eastwood, Weston-super-Mare.

BAUGH, Miss E. M., King Edward VI.'s High School for Girls, New Street, Birmingham.

BAYLISS, A. E., 44, Wentworth Road, Harborne, Birmingham.

Bran, Rev. E., M.A., Brentwood School, Essex.

*Beare, Prof. J. I., M.A., Trinity College, Dublin.

Beasley, T. E., Bulbourne, Tring.

Braven, Rev. A. B., M.A., Greyfriars, Leamington.

BECK, Rev. Canon E. J., M.A., 4, Scroope Terrace, Cambridge.

*Beckwith, E. G. A., M.A., The Army School, Stratford-on-Avon. Beeching, *Rev. Canon H. C.*, M.A., LL.D., 4, Little Cloisters, Westminster, S.W.

Beggs, Miss J. W., Girls' High School, Tottenham, N.

Belcher, A. Hayes, M.A., The College, Brighton.

BELCHER, Miss E. M., B.A., High School, Bedford.

Bell, E., M.A., York House, Portugal Street, W.C.

Bell, Rev. Canon G. C., M.A., 19, Cowley Street, Westminster, S.W.

Bell, G. K. A., Christ Church, Oxford.

Bell, W. S., Ashville College, Harrogate.

*Benecke, P. V. M., M.A., Magdalen College, Oxford.

BENGER, Miss L. M., High School, Swansea.

BENN, A. W., B.A., Il Ciliegio, San Gervasio, Florence.

*Bennett, Mrs. A. H., S. Rule, Mycenae Road, Blackheath, S.K.

BENNETT, G. L., M.A., School House, Sutton Valence.

Bennett, Miss M. A., M.A., Queen Elizabeth School, Trevanion Road, West Kensington, W.

*Bensly, *Prof.* E. von B., M.A., The University, Adelaide, S. Australia.

Bensly, Rev. W. J., M.A., Old School House, Sherborne.

BENSON, A. C., M.A., Magdalene College, Cambridge.

BERNARD, Rev. Canon E. R., M.A., The Close, Salisbury.

BERNAYS, A. E., M.A., 3, Priory Road, Kew, Surrey.

BERRIDGE, Miss E. H., 7, The Knoll, Beckenham.

BERTRAM, J., M.A., Sishes, Stevenage.

BETHUNE-BAKER, Rev. J. F., B.D., 23, Cranmer Road, Cambridge.

BEVAN, Miss F. E., 16, Alexandra Drive, Sefton Park Liverpool.

Bewsher, J., M.A., St. Paul's Preparatory School, Colet Court, Hammersmith, W.

Bidgood, Miss C. A., B.A., County School for Girls, Grove Park, Wrexham.

BILLSON, C. J., M.A., The Wayside, Oadby, Leicestershire.

BINNEY, E. H., M.A., 21, Staverton Road, Oxford.

BLAGDEN, Rev. C. M., M.A., Christ Church, Oxford.

BLAKENEY, E. H., M.A., The King's School, Ely.

Blakiston, C. H., B.A., Eton College, Windsor.

BLORE, J. L., West Downs, Winchester.

Blundell, Miss A., University Club for Ladies, 4, George Street, Hanover Square, W.

BLUNT, Rev. A. W. F., M.A., Exeter College, Oxford.

Bodington, N., M.A., Litt.D., Vice-Chancellor of the University, Leeds.

Bonser, Rt. Hon. Sir J. W., M.A., 3, Eaton Place, S.W.

BOOKER, R. P. L., M.A., Eton College, Windsor.

*Bosanquet, Prof. R. C., M.A., The University, Liverpool.

BOTTING, C. G., M.A., 22, Perham Road, West Kensington, W.

Bousfield, F. S. N., Grammar School, Brisbane, Queensland.

Bowen, C. C., Middleton Grange, Upper Riccarton, Christchurch, New Zealand.

NAMES AND ADDRESSES OF MEMBERS 127

Bowen, E. G., B.A., Educational Institution, Dundalk, Ireland.

*Bowen, H. C., M.A., St. Edmund's School, Canterbury.

Bowley, Rev. H. T., M.A., Eton College, Windsor.

BOYD, Miss H., Astell House, Cheltenham.

BRADLEY, A. C., 9, Edwardes Square, Kensington, W.

Bramston, Rev. J. T., M.A., Culver's Close, Winchester.

BRAMWELL, W. H., M.A., Bow, Durham.

Branfoot, Rev. W. H., M.A., Christ's Hospital, West Horsham.

BRIDGE, Admiral Sir C., K.C.B., 1, Eaton Terrace, S.W.

BRIGHOUSE, T. K., University College, Aberystwyth.

BRIGHTMAN, Rev. F. E., M.A., Magdalen College, Oxford.

BRIGSTOCKE, W. Osborne, 5, Talbot Road, Bayswater, W.

Brinton, H., M.A., Eton College, Windsor.

BROADBENT, H., M.A., Eton College, Windsor.

BROOKE, W. P., M.A., School Field, Rugby.

BROOKS, Prof. F., M.A., University College, Bristol.

BROUGH, Miss L., Winterdene, Thirlmere Road, Streatham, S.W.

Brown, A. C. B., B.A., New College, Oxford.

Brown, Prof. J. Rankine, M.A., Victoria University College, Wellington, New Zealand.

Browns, Rev. E. L., M.A., St. Andrew's School, Eastbourne.

*Browne, Rev. Prof. H., M.A., University College, Dublin.

Browne, Rev. J., Stonyhurst College, Blackburn.

Browning, Oscar, M.A., King's College, Cambridge.

Brownjohn, A. D., B.A., Lynton House, King's Road, Richmond, S.W.

BRYANS, C., M.A., Arundel House, Hayling Island, Hants.

BRYANT, Rev. E. E., M.A., Charterhouse, Godalming.

Bubb, Rev. C. S., Bosistow Treen, R.S.O., Cornwall.

Bull, Rev. R. A., St. Andrew's, Southborough, Tunbridge Wells.

Bunsen, Mrs. V. DE, Southacre, Cambridge.

BURGE, Rev. H. M., D.D., The College, Winchester.

BURKE, Miss M. E., B.A., Dudley Municipal High School, Dudley, Worcestershire.

BURKITT, Prof. F. C., M.A., St. Keynes, Grange Road, Cambridge.

BURNE-JONES, Sir P., Bt., 9, St. Paul's Studios, Hammersmith, W.

Burnside, Rev. W. F., M.A., Lemsford, Leckhampton Road, Cheltenham.

Burroughs, E. A., M.A., Hertford College, Oxford.

Burrows, Prof. Ronald M., M.A., 131, Habershon Street, East Moors, Cardiff.

١

- Burrows, Von. Archdeacon W. O., M.A., 4, Manor Road, Edgbaston, Birmingham.
- BURSTALL, Miss S. A., M.A., Manchester High School for Girls, Manchester.
- Burton, Miss A. L., M.A., 11, Palace Square, Upper Norwood, S.E.
- Burton, Rev. Edwin, St. Edmund's College, Ware.
- Bury, Prof. J. B., LL.D., Litt.D., 1, Selwyn Gardens, Cambridge
- Busy, Rev. R. G., M.A., Vicarage, Trumpington, Cambridge. Bussell, Rev. F. W., D.D., Brasenose College, Oxford.
- BUTCHER, J. G., M.A., K.C., 32, Elvaston Place, S.W.
- BUTCHER, S. H., Litt.D., LL.D., D.Litt., M.P., 6, Tavistock Square, W.C.
- BUTLER, H. E., M.A., New College, Oxford.
- BUTLER, Very Rev. H. Montagu, D.D., The Lodge, Trinity College, Cambridge.
- BUTLER, Mrs. Montagu, Trinity Lodge, Cambridge.
- BYRNE, Miss A. D., 33, Chesterton Road, Cambridge.
- CADE, F. J., M.A., Teighmore, Cheltenham.
- CALDECOTT, W., M.A., School House, Wolverhampton.
- CALTHROP, Miss C. M., 50, Albion Road, South Hampstead, N.W.
- CAMPAGNAC, E. T., M.A., Board of Education, Whitehall, S.W.
- CAMPBELL, Miss E. I., 84, Fitzjohn's Avenue, Hampstead, N.W.
- CAMPBELL, H. E., Box 374, Royal Exchange, Manchester.
- CAMPBELL, Prof. L., M.A., LL.D., S. Andrea, Alassio, Italy.
- CAMPBELL, Mrs. L., S. Andrea, Alassio, Italy.
- CAMPBELL, S. G., M.A., Christ's College, Cambridge.
- CAMPION, Rev. C. T., 176, Hulton Street, Salford, Manchester.
- CAPPON, Prof. J., M.A., Queen's University, Kingston, Canada.
- Carlisle, A. D., M.A., c/o A. C. Beck, Esq., Wyton Manor, Huntingdon.
- Carnov, *Prof.* A. J., 9, Rue des Joyeuses Entrées, Louvain, Belgium.
- CARPENTER, R. S., M.A., 27, Belsize Square, N.W.
- Carson, H. J., M.A., Belvedere School, Upper Drive, Hove, Sussex.
- CARTER, Rev. T. N., M.A., The Grammar School, Manchester.
- CARTWRIGHT, Miss M., M.A., 1, East Parade, Carmarthen.
- CASARTELLI, The Rt. Rev. L. C., M.A., Bishop of Salford, St. Bede's College, Manchester.

NAMES AND ADDRESSES OF MEMBERS 129

CASE, Miss Esther, Chantry Mount School, Bishop's Stortford.

CASE, Miss J. E., 5, Windmill Hill, Hampstead, N.W.

CASPARI, M. O. B., M.A., The University, Birmingham.

CATTLEY, Rov. A., M.A., Repton, Burton-on-Trent.

CATTLEY, T. F., M.A., Eton College, Windsor.

CHAMBERLAIN, H. M., B.A., St. Edmund's School, Canterbury.

CHAMBERLAIN, Miss D., B.A., 45, Church Street, Rugby.

CHAMBERS, C. D., M.A., The University, Birmingham.

CHAMBERS, E. K., M.A., Board of Education, Whitehall, S.W.

CHAPMAN, John, 101, Leadenhall Street, E.C.

CHAPMAN, Rev. Dom., O.S.B., B.A., Erdington Abbey, Birmingham.

CHAPMAN, P. M., M.D., F.R.C.P., 1, St. John Street, Hereford.

CHAPPEL, Rev. W. H., M.A., King's School, Worcester.

CHARLES, Miss D. M., 12, St. Albans Villas, Highgate Road, N.W.

CHASE, The Rt. Rev. F. H., D.D., Lord Bishop of Ely, The Palace, Ely.

CHAVASSE, A. S., M.A., B.C.L., Elmthorpe, Temple Cowley,

CHAWNER, W., M.A., The Lodge, Emmanuel College, Cambridge.

CHETTLE, H., M.A., Stationers' School, Hornsey, N.

CHILTON, Rev. A., D.D., City of London School, Victoria Embankment, E.C.

CHITTY, Rev. G. J., B.A., Eton College, Windsor.

CHOLMELEY, R. F., M.A., The High House, Brook Green, London, W.

Church, Rev. A. J., Upper Brooms, Ightham, Sevenoaks.

CHURCHILL, E. L., B.A., Eton College, Windsor.

CLARK, A. C., M.A., Queen's College, Oxford.

CLARK, E. K., M.A., F.S.A., Meanwoodside, Leeds.

CLARK, Rov. R. B., Felsted School, Essex.

CLARK, Rev. R. M., M.A., Denstone College, Staffs.

CLARKE, Miss E. M., Broughton and Crumpsall High School, Higher Broughton, Manchester.

CLARKE, Rev. E. W., B.A., Gresham's School, Holt, Norfolk.

CLAXTON, J. A., B.A., Grammar School, Doncaster.

CLAY, Miss A. M., Lady Margaret Hall, Oxford.

COBBE, Miss A. M., B.A., 2, Donnington Square, Newbury.

*Cobнam, C. D., C.M.G., M.A., H.M. Commissioner, Lernace, Cyprus. COHEN, H., 3, Elm Court, Temple, E.C.

COHEM, Miss H. F., 30, Hyde Park Gardens, W.

Cole, E. L. D., M.A., 9, Horton Crescent, Rugby.

COLERIDGE, E. P., M.A., Haileybury College, Herts.

COLES, P. B., B.A., 16, Victoria Mansions, West Kensington, W.

Collins, A. J. F., M.A., c/o L. A. Magnus, 9, Gray's Inn Square, W.C.

Collins, Rt. Hon. Lord, M.A., LL.D., 3, Bramham Gardens, S.W.

Colson, F. H., M.A., The College, Plymouth.

Colvin, S., M.A., British Museum, W.C.

COMPTON, Rev. W. C., M.A., The College, Dover.

CONDER, Miss E. M., Milton Mount College, Gravesend.

CONNAL, Prof. B. M., M.A., The University, Leeds.

*Conway, Miss A. E., Clough Hall, Newnham College, Cambridge (and Hornton House, Campden Hill, W.).

CONWAY, Mrs. Margaret M., M.A., Draethen, Manchester.

CONWAY, Prof. R. S., Litt.D., The University, Manchester.

COOK, Prof. A. B., M.A., 19, Cranmer Road, Cambridge.

COOKSON, C., M.A., Magdalen College, Oxford.

Cookson, Sir C. A., K.C.M.G., 96, Cheyne Walk, Chelsea, S.W.

COOMBE, J. Newton, Abbeydale, Beauchief, Sheffield.

COOPER, Miss A. J., 22, St. John Street, Oxford.

CORCORAN, Rev. T., B.A., Clongowes Wood College, Sallins, Co. Kildare.

Corley, F. E., M.A., St. John's College, Oxford.

*Cornford, F. M., M.A., Trinity College, Cambridge.

CORNISH, F. W., M.A., The Cloisters, Eton College, Windsor.

COURTAULD, G., Junr., M.A., Little's Farm, Shalford, Braintree,

COUZENS, Miss F. M., 20, Parker Road, Broomhill, Sheffield. COWELL, W. H. A., M.A., St. Edward's School, Oxford.

Cowl., Prof. R. P., M.A., University College, Bristol.

Cowley, A., M.A., Magdalen College, Oxford.

CRACE, J. F., B.A., Eton College, Windsor.

CRADOCK-WATSON, H., M.A., Merchant Taylors' School, Crosby, Liverpool.

CRAIK, Sir H., K.C.B., LL.D., M.P., 5a, Dean's Yard, Westminster,

CRAN, Miss L., The Square, Fairfield, Manchester.

CRAWFORD, G. R., M.A., Milesdown, Winchester.

- CRAWLEY, J. A., M.A., 14, Connaught Road, Stroud Green, N. CROMPTON, Miss A., M.A., University Settlement, Ancosts Hall, Manchester.
- CRONIN, Rev. H. S., M.A., B.D., Willowbrook, Chaucer Road, Cambridge.
- *Crossy, Miss A. D., 1, Holwood Road, Bromley, Kent.
- CROZIER, W. P., Guardian Office, Manchester.
- CRUICESHANE, Rev. A. H., M.A., 58, Kingsgate Street, Winchester.
- CRUISE, Sir F. R., M.D., K.S.G., 93, Merrion Square, Dublin. CURZON, of Kedleston, Right Hon. Lord, G.C.S.I., G.C.I.E., D.C.L., F.R.S., 1, Carlton House Terrace, S.W.
- DAKERS, H. J., M.A., 71, Clyde Road, West Didsbury, Manchester.
- DAKYNS, H. G., M.A., Higher Coombe, Haslemere, Surrey.
- DALE, A. W. W., M.A., Vice-Chancellor of the University, Liverpool,
- Dalton, Rev. H. A., M.A., D.D., Harrison College, Barbadoes. DALY, Rev. James A., Clongowes Wood College, Sallins, Co. Kildare.
- DANIEL, Miss C. I., Wycombe Abbey School, Bucks.
- Darlington, W. S., B.A., The Hill, Lutterworth, Leicestershire.
- DAVID, Rev. A. A., M.A., Head Master, Clifton College, Bristol.
- DAVID, Rov. W. H., M.A.,
- DAVIES, Miss C. H., M.A., Brighton and Hove High School, Montpelier Road, Brighton, Sussex.
- DAVIES, E. J. Llewellyn, B.A., County School, Bedford.
- DAVIES, Prof. G. A., M.A., The University, Glasgow.
- DAVIES, Robert, M.A., 117, Waterloo Road, Wolverhampton.
- DAVIS, Miss E. J., B.A., 86, Lansdowne Road, Croydon.
- DAVIS, Rev. H., B.A., Stonyhurst College, Blackburn.
- DAWES, Miss E. A. S., M.A., D. Litt., Heathlands, Weybridge, Surrey.
- DAWES, Rev. J. S., D.D., Chapelville, Grove Road, Surbiton, S.W.
- *Dawes, Miss M. C., M.A., Chapelville, Grove Road, Surbiton, S.W.
- DAWKINS, Prof. W. Boyd, D.Sc., F.R.S., The University, Manchester.
- DAWKINS, Miss E. Boyd, Fallowfield House, Fallowfield, Manchester.

DAWSON, Rev. W. R., M.A., The College, Brighton.

DAY, Miss K., Rowton, Chester.

DAYNES, J. N., Magdalen College, Oxford.

DELANY, Rev. W., LL.D. (President), University College, Dublin.

DERRIMAN, Miss M. K., 53, Southfields Road, Wandsworth, S.W.

DEVINE, Alex., Clayesmore School, Pangbourne, Berks.

DICKIN, H. B., M.A., Christ's Hospital, West Horsham.

DILL, Prof. S., Litt. D., LL.D., Queen's College, Belfast.

DILL, T. R. Colquhoun, B.A., 1, New Square, Lincoln's Inn, W.C.

DIXON, Prof. W. Macneile, 2, South Park Terrace, Hillhead, Glasgow.

DONALDSON, Rev. S. A., M.A., B.D., The Lodge, Magdalene College, Cambridge,

DONKIN, Prof. E. H., M.A., Englefield Green, Surrey.

DOWNER, E., B.A., Oak Mount, Fallowfield, Manchester.

Donovan, Rev. J., M.A., Stonyhurst College, Blackburn.

Dove, Miss J. F., Wycombe Abbey School, Bucks.

Dowson, F. N., The Hostel, Sedbergh, Yorks.

DOYLE, J. A., M.A., Pendarren, Crickhowel.

*Drewitt, J. A. J., M.A., Wadham College, Oxford.

DROOP, J. P., B.A., 11, Cleveland Gardens, Hyde Park, W.

*Drysdale, Miss M., B.A., King's Lea, Kemerton, Tewkesbury.

DUCKWORTH, Rev. Canon R., D.D., C.V.O., 6, Little Cloisters, Westminster Abbey, S.W.

DUCKWORTH, F. R. G., The College, Cheltenham.

DUDLEY, L. C., B.A., 46, Carter Knowle Road, Sheffield.

Duff, J. D., M.A., Trinity College, Cambridge.
Dunlop, Miss M. M., Danes Hill, Bongeo, Hertford.

DUNN, G., M.A., LL.D., 42, Murrayfield Avenue, Edinburgh.

DUNSTALL, Miss M. C., M.A., 33, Sinclair Road, Kensington, W.

DU PONTET, C. A. A., M.A., Englefield, Harrow.

DURNFORD, W., M.A., King's College, Cambridge. DYER, L., M.A., Sunbury Lodge, Oxford.

*Dymond, Miss O., High School for Girls, Bolton.

EALAND, Mrs. J. M., Hillmarton, St. James's Park, Bath.

ECKERSLEY, J. C., M.A., Ashfield, Wigan.

ECKHARD, G., Broome House, Didsbury, Manchester.

ECKHARD, Mrs., Broome House, Didsbury, Manchester.

*Eden, The Rt. Rev. G. R., D.D., Lord Bishop of Wakefield, Bishops Garth, Wakefield.

EDGINTON, C., M.A., Pelham House, West Folkestone.

EDMONDS, J. M., M.A., Repton, Burton-on-Trent.

EDMONDS, Miss U. M., B.A., Great Gransden, Sandy, Bedfordshire.

Edwards, G. M., M.A., Sidney Sussex College, Cambridge.

EDWARDS, H. J., M.A., Peterhouse, Cambridge.

EDWARDS, W., M.A., Grammar School, Bradford.

ELIOT, Sir C. N. E., K.C.M.G., LL.D., M.A., Endcliffe Holt, Endcliffe Crescent, Sheffield.

ELLABY, C. S., Bannister Court, Southampton.

ELLAM, E., Dean Close School, Cheltenham.

ELLIMAN, G. D., Heathside, Tadworth, Surrey.

ELLIOTT, C. H. B., M.A., Cliff Court, Frenchay, Bristol.

ELLIOTT, R. H., Rishworth Grammar School, Rishworth, Halifax.

ELLIOTT, R. T., M.A., 16, Ship Street, Oxford.

ELLIS, Prof. Robinson, M.A., LL.D., Trinity College, Oxford.

ELLIS, Mrs. W. Weetwood, Pitsmore, Sheffield.

ELLISTON, W. R., B.A., LL.B., 163, Woodbridge Road, Ipswich.

England, E. B., Litt.D., High Wray, Ambleside.

EPPSTEIN, Rev. W. C., M.A., Reading School, Berks.

ERMEN, W., 14, Park Road, Pendleton, Manchester.

Ernst-Browning, Judge W., 12, St. James's Square, S.W.

ESCOTT, Miss A. E., 22, Rutland Park, Sheffield.

ESDAILE, A. J. K., B.A., British Museum, W.C.

EVANS, Lady, M.A., Britwell, Berkhamsted, Herts.

Evans, H. A., M.A., 13, Broad Street, Oxford.

EVANS, S. E., M.A., Grammar School, Doncaster.

EVANS, Rev. W. F., M.A., Cowbridge School, Glamorgan.

EVANS, W. H., M.A., Glebe Cottage, Silverton, Devon.

EVE, H. W., M.A., 37, Gordon Square, W.C.

EWART, Miss E. J., B.A., 33, Berkley Street, Liverpool (and West Heath School, Richmond, Surrey).

Exon, Prof. C., M.A., Queen's College, Galway.

Exton, G. F., M.A., Llandovery College, S. Wales.

FAIRBAIRN, Rev. A. M., M.A., D.D., Litt.D., Mansfield College, Oxford.

FAIRBAIRNS, Miss, Withington Girls' School, Fallowfield, Manchester.

FALDING, Miss C. S., Girls' Grammar School, Bradford, York. FARNER, Miss G., M.A., Sale High School, Mersland Road, Sak, Cheshire.

FARNELL, L. R., M.A., D.Litt., Exeter College, Oxford.
FARQUHARSON, A. S. L., M.A., University College, Oxford.
FARSIDE, W., M.A., Thorpe Hall, Robin Hood's Bay, Yorks.
FARWELL, The Right Hon. Lord Justice, B.A., P.C., 15, Southwell Gardens, S.W.

FELKIN, F. W., M.A., University College School, Frognal, N.W. FENNING, Rev. W. D., M.A., Haileybury College, Hertford, FERARD, R. H., M.A., 4, Moorland Road, Edgbaston, Birming.

ham. FERRALL, C. N., B.A., Rockville, Dundrum, Co. Dublin.

FIELD, Rev. T., D.D., Radley College, Abingdon.

FINLAY, Sir R. B., K.C., LL.D., 31, Phillimore Gardens, W.

FINLAY, Rov. T. A., University College, Dublin.

*Fitzhugh, *Prof.* T., University of Virginia, Charlottesville, Va., U.S.A.

FLATHER, J. H., M.A., 90, Hills Road, Cambridge.

FLEMING, Miss A., M.A., St. Felix School, Southwold.

FLETCHER, C. R. L., M.A., Magdalen College, Oxford.

FLETCHER, F., M.A., The Lodge, Marlborough College, Wilts.

FLOOD, Miss M. L., St. Elphin's School, Darley Dale, near

FOOTNER, Harry, Berkhamsted, Herts.

Matlock.

FORD, Rev. Lionel G. B. J., M.A., The School, Repton, Burton-on-Trent.

FORRESTER, R. S., M.A., Bank House, Newtown, N. Wales. FORSTER, E. S., M.A., The University, Sheffield. FOTHERINGHAM, J. K., M.A., Magdalen College, Oxford. FOWLER, W. Warde, M.A., Lincoln College, Oxford. Fox, F. W., M.A., 19, Eastgate, Lincoln. FRAZER, J. G., M.A., D.C.L., Trinity College, Cambridge. FRY, Miss E. B., M.A., Highfield, Epsom. FRY, Rov. T. C., D.D., School House, Berkhamsted, Herts. FULFORD, Rov. H. W., M.A., 49, Bateman Street, Cambridge.

FULLER, Miss B. B., The Training College, Darlington.

FURNEAUX, L. R., M.A., Rossall, Fleetwood.

FURNESS, E. H., B.A., The Steps, Bromsgrove.

FURNESS, J. M., M.A., Khedivieh School, Cairo, Egypt.

FURNESS, Miss S. M. M., 7, Quentin Road, Blackheath, S.E.

GADESDEN, Miss F. M. A., M.A., Blackheath High School, S.E.

GALPIN, Rev. A. J., King's School, Canterbury.

GARDINER, E. N., M.A., 2, The College, Epsom.

GARDNER, Miss A., Newnham College, Cambridge.

GARDNER, Prof. E. A., M.A., University College, London.

GARDNER, Prof. P., Litt.D., 12, Canterbury Road, Oxford.

GARROD, H. W., M.A., Merton College, Oxford.

GASELEE, Miss E. S., 75, Linden Gardens, Bayswater, W.

GASELEE, STEPHEN, B.A., King's College, Cambridge.

GAVIN, Miss E., M.A., Notting Hill High School, Norland Square, W.

◆GAYE, R. K., M.A., Trinity College, Cambridge.

Geirie, Sir Archibald, D.C.L., LL.D., F.R.S., Shepherd's Down, Haslemere, Surrey.

*Genner, E. E., M.A., Jesus College, Oxford.

*Genner, Miss G. B., M.A., Girls' Grammar School, Maidstone Road, Rochester.

*Gerrans, H. T., 20, St. John Street, Oxford.

GHEY, Miss F. L., 39, Star Hill, Rochester.

Gibson, G., 2, Stirling Mansions, Canfield Gardens, Hampstead, N.W.

GIBSON, Mrs. M. D., LL.D., D.D., Castlebrae, Cambridge.

GILES, Prof. H. A., M.A., Selwyn Gardens, Cambridge.

GILES, L., M.A., 1, Willcott Road, Acton Hill, W.

GILES, P., M.A., Emmanuel College, Cambridge.

GILLESPIE, C. M., M.A., The University, Leeds.

GILSON, J. P., M.A., British Museum, W.C.

GILSON, R. C., M.A., King Edward VI.'s School, Birmingham.

GIVEEN, R. L., M.A., Colet Court, West Kensington, W.

GLAZEBROOK, Rev. Canon M. G., D.D., The College, Ely.

GLOVER, T. R., M.A., 57, Glisson Road, Cambridge.

GODLEY, A. D., M.A., 4, Crick Road, Oxford.

GOFFE, Miss E. H., Caldecote Towers, Bushey Heath, Herts.

GOODHART, A. M., M.A., Mus. Bac., Eton College, Windsor.

GOODRICH, W. J., M.A., 11, Hesketh Avenue, Didsbury, Manchester.

GOODWIN, Miss N. M., 99, Iffley Road, Oxford.

GOODYEAR, C., 39, Lincroft Street, Moss Side, Manchester.

GORDON, W. M., M.A., School House, Tonbridge.

GORE, Rt. Rev. Charles, D.D., Lord Bishop of Birmingham, Bishop's Croft, Edgbaston, Birmingham. Goss, W. N., Hymer's College, Hull.

Gough, Rev. T., B.Sc. (Headmaster), Grammar School, Retford, Notts.

GOULD, T. W., M.A., 5, Kensington Crescent, W.

Gow, Rev. J., Litt.D., 19, Dean's Yard, Westminster, S.W.

GRANGER, Prof. F. S., M.A., Litt.D., University College, Nottingham.

GRANT, Prof. A. J., M.A., The University, Leeds.

GRANT, Miss J. M., St. Leonard's School, St. Andrews, N.B.

GRAVES, Rev. C. E., M.A., St. Martin's, Grange Road, Cambridge.

GRAY, Miss F. R., St. Paul's Girls' School, Brook Green, Hammersmith, W.

GRAY, Mrs., Albert Square, Bowdon, Cheshire.

GRAY, Rev. H. B., D.D., Warden of Bradfield College, Berks.

GRAY, Rev. J. H., M.A., Queens' College, Cambridge.

GREEN, G. Buckland, M.A., 35, St. Bernard's Crescent, Edinburgh.

GREEN, Rev. W. C., M.A., Hepworth Rectory, Diss.

Greene, C. H., M.A., St. John's, Berkhamsted, Herts.

•Greene, H. W., M.A., Magdalen College, Oxford.

GREENE, Wilfred A., Christ Church, Oxford.

GREENWOOD, L. H. G., M.A., Canterbury College, Christchurch, New Zealand.

GREGORY, Miss A. M., Hulme Grammar School, Oldham.

GRENFELL, Mrs. Alice, 62, Holywell, Oxford.

GRENFELL, Bernard P., D. Litt., Litt. D., Queen's College, Oxford.

GRIFFITH, F. Ll., M.A., Riversvale, Ashton-under-Lyne.

GRIGG, E. W. M., B.A., 5, Paper Buildings, Temple, E.C.

GUPPY, H., M.A., John Rylands Library, Deansgate, Manchester.

GURNEY, Miss A., 69, Ennismore Gardens, S.W.

GURNEY, Miss M., 69, Ennismore Gardens, S.W.

GURNEY, Miss Sybella, The Weirs Cottage, Brockenhurst, Hants.

GUTCH, C., M.A., Whitstead, Barton Road, Cambridge.

GUTHKELCH, A., B.A., 24, Barclay Road, Leytonstone, Essex.

GUY, Rev. R. C., M.A., Forest School, Walthamstow.

*Gwatkin, Miss E. R., M.A., 15, Gerda Road, New Eltham, Kent.

GWATKIN, Rov. T., M.A., 3, St. Paul's Road, Cambridge.

GWILLIAM, Rev. G. H., M.A., B.D., The Rectory, Remenham, Henley-on-Thames.

NAMES AND ADDRESSES OF MEMBERS 137

HADLEY, W. S., M.A., Pembroke College, Cambridge.

*Hadow, W. H., M.A., Worcester College, Oxford.

*Haigh, P. B., B.A., c/o Messrs. Grindlay, Groom & Co., Bombay, India.

HAIGH, Mrs. P. B., Merchant Taylors' School, Charterhouse Square, E.C.

HALE, Prof. W. G., The University, Chicago, U.S.A.

HALES, G. T., Christ's College, Cambridge.

HALES, J. F., M.A., King's College School, Wimbledon Common, S.W.

HALL, F. W., M.A., St. John's College, Oxford.

Hall, Joseph, M.A., D.Litt., The Hulme Grammar School, Manchester.

HALLAM, G. H., M.A., Ortygia, Harrow.

 HALSBURY, Rt. Hon. the Earl of, D.C.L., 4, Ennismore Gardens, S.W.

HAMMANS, H. C., M.A., Mount House, Millway Road, Andover.

HAMMOND, H. M. F., B.A., The School, Giggleswick, Yorks.

HARDCASTLE, H., The Moor House, Oxted, Surrey.

HARDIE, Prof. W. R., M.A., 4, Chalmers Crescent, Edinburgh.

HARPER, Miss B., The Warden, Queen's College, Harley Street, W.

HARPER, Miss E. B., S. Andrea, Alassio, Italy.

HARPER, G. P., M.A., 19, Mecklenburg Street, Leicester.

HARRIS, H. W., Grove House, Leighton Park School, Reading.

HARRIS, J. Rendel, Litt.D., LL.D., Chetwynd House, Selly Oak, Birmingham.

HARRISON, B. C., B.A., Sedbergh, R.S.O., Yorks.

HARRISON, Miss E., 8, Linnet Lane, Sefton Park, Liverpool.

*Harrison, E., M.A., Trinity College, Cambridge.

*Harrison, Miss J. E., LL.D., D.Litt., Newnham College, Cambridge.

HARSTEÖN, Dr. C. A., Principal of the Harström School, Norwalk, Conn., U.S.A.

HARTLEY, E., M.A., 20, Rossett Road, Blundellsands, Liverpool.

HARVEY, Rev. H. A., M.A., 20, St. Giles's, Oxford.

HASLAM, Rev. A. B., M.A., The Croft, Burton, Westmorland.

HAVERFIELD, Prof. F. J., M.A., LL.D., Christ Church, Oxford.

HAWKINS, C. V., Kenmure School, 80, Priory Road, West Hampstead, London, W.

HAYDON, J. H., M.A., 41, Birch Grove, Acton, W.

HAYM, B. J., M.A., 5, Queen Anne Terrace, Cambridge.

HAYES-BELCHER, Rov. T., M.A., Bramley Rectory, Basingstoka.

HAYNES, E. S. P., 38, St. John's Wood Park, London, N.W. HEADLAM, Row. A. C., D.D., Principal of King's College, W.C.

HEADLAM, G. W., B.A., Eton College, Windsor.

HEADLAM, J. W., M.A., Board of Education, Whitehall, S.W.

HEADLAM, W. G., Litt.D., King's College, Cambridge.

HEARD, Rov. W. A., Fettes College, Edinburgh.

HRATH, O. H., M.A., 38, Portland Road, Edghaston, Birmingham.

HEATH, H. F., M.A., Board of Education, Whitehall, S.W.

HEATHOOFE, W. E., M.A., Trinity College, Cambridge.

HELEERT, Lionel, M.A., West Downs, Winehester.

HELM, Dr. N. W., The Phillips Exeter Academy, Exeter, New Hampshire, U.S.A.

HEREITG, Miss E. J., Garlands, Leckhampton Road, Chaltenham.

HENDERSON, B. W., M.A., Exeter College, Oxford.

HENDERSON, Rev. P. A. Wright, D.D., Warden of Wadham College, Oxford.

HENDY, F. J. R., M.A., School House, Bromegrove.

HENN, Rev. Canon H., M.A., The Vicarage, Bolton.

HENN, Hon. Mrs. Henry, The Vicarage, Bolton.

HENRY, Brother Edmund, Xaverian College, Victoria Park, Manchester.

HENRY, R. M., M.A., 61, University Road, Belfast.

HENSON, Rev. J., M.A., Grammar School, Haverfordwest.

HEPPEL, Miss E. A., B.A., Kensington Park High School for Girls, Colville Square, London, W.

HEPPEL, Miss Mary L., B.A., High School for Girls, Bromley, Kent.

HERFORD, Miss Caroline, Ladybarn House School, Withington, Manchester.

HESLOP, W., M.A., 47, Harold Road, Margate.

HETHERINGTON, J. N., 16, Lansdowne Crescent, Kensington Park, W. HETT, W. S., B.A., Brighton College, Sussex.

HEWARD, G. A. L., B.A., The Grammar School, Midhurst, Sussex.

HEWART, G., M.A., Bank of England Chambers, Tib Lane, Manchester.

HEWEISON, J., M.A., King's Service House, Elm Grove, Southees.

HICKEY, Rev. J., Holy Family Church, Green Lane, Leeds.

HICKS, Miss A. M., M.A., 7, Ornan Mansions, Hampstead, N.W.

HICKS, Rev. Canon E. L., M.A., 6, Encombe Place, Salford, Lancs.

HICKS, R. D., M.A., Fossedene, Mount Pleasant, Cambridge.

Higgs, Miss M. R., M.A., 93, Lansdowne Road, Notting Hill, W.

HIGGINS, Rev. P., M.A., St. Bede's College, Manchester.

HILDESHEIMER, A., 2, Harcourt Buildings, Temple, E.C.

HILL, G. F., M.A., British Museum, London, W.C.

HILLARD, Rev. A. E., M.A., St. Paul's School, West Kensington.

HIBST, Miss G. M., Barnard College, Columbia University, New York, U.S.A.

Hobhouse, Rev. Canon W., M.A., 20, Carpenter Road, Edghaston, Birmingham.

Hobson, Rev. T. F., M.A., The King's School, Rochester.

Hodd, Miss M., 14, Chelsea Embankment, S.W.

Hodge, Miss D. M. V., 12, St. Margaret's Road, Oxford.

HODGKIN, T., D.C.L., Barmoor Castle, Beal, Northumberland.

Hodgson, S. H., M.A., LL.D., 45, Conduit Street, Regent Street, W.

HOGARTH, D. G., M.A., Chapel Meadow, Forest Row, Sussex.

HOGARTH, Miss M. I., The Red House, Westleton, Saxmundham.

Hogg, Prof. H. W., M.A., B.Litt., 30, Brook Road, Fallowfield, Manchester.

HOLDING, Miss G. E., B.A., North London Collegiate School, N.W.

HOLME, A. E., M.A., Wheelwright Grammar School, Dewsbury.

Holmes, T. Rice, Litt.D., 11, Douro Place, Kensington, W.

Honnywill, M. J., M.A., Hurstleigh, Tunbridge Wells.

HOOPER, Miss E. S., M.A., Heatherley, Chislehurst Road, Sidoup.

HOPKINS, G. B. Innes, M.A., Orley Farm School, Harrow.

HOPKINS, T. H. C., M.A., The School, Berkhamsted, Herts.

HOPKINSON, Alfred, M.A., LL.D., K.C., Vice-Chancellor of the Victoria University of Manchester.

HOPKINSON, J. H., M.A., Hulme Hall, Manchester.

HORNBY, Rev. J. J., D.D., D.C.L., The Lodge, Eton College, Windsor.

Horsfall, A., 144, Ashley Lane, Moston, Manchester.

APPENDIX

HORT, Sir A. F., Bt., M.A., The School, Harrow.

Hosz, H. F., B.A., Dulwich College, S.E.

HOUGHTON, A. V., M.A., County Hall, Wakefield.

HOUGHTON, Rov. E. J. W., M.A., St. Edmund's School, Canterbury.

House, H. H., M.A., The College, Great Malvern.

Houston, Miss E. C., High School for Girls, Nottingham.

How, Rev. J. H., M.A., Hatfield Hall, Durham.

How, W. W., M.A., 10, King Street, Oxford.

Howard, Rev. A. W., M.A., B.D., 12, Mount Vernon Road, Torquay.

Howell, Miss L., Grove House, Richmond Crescent, Cardiff.

HUBBACK, Miss C. J. M., City and County School, Chester.

Hügel, Baron F. von, 13, Vicarage Gate, Kensington, W.

HUGGARD, W. R., M.A., M.D., F.R.C.P. (Lond.), H.B.M. Consul, Davos Platz, Switzerland,

Hughes, C., 35, Belfield Road, Didsbury, Manchester.

HUGHES, Miss J. G., 2, Belgrave Villas, Huddersfield.

Hughes, Miss M. V., 62, Elms Road, Clapham, S.W.

HUGHES, Rev. W. H., M.A., Jesus College, Oxford.

HULBERT, H. L. P., M.D., Education Office, Deansgate, Manchester.

HUNT, A. S., M.A., D.Litt., Queen's College, Oxford.

HUSSEY, Rev. A. L., M.A., Fern Bank, Buxted, Sussex.

HUTCHISON, C. S., B.A., Guildford Grammar School, Perth, West Australia.

HUTCHINSON, Miss W. M. L., Moor Hurst, Tenison Avenue, Cambridge.

Hurron, Miss C. A., 49, Drayton Gardens, South Kensington, S.W.

*HUTTON, Miss E. P. S., M.A., 62, Clovelly Mansions, Gray's Inn Road, W.C.

Hyslop, Rev. A. R. F., M.A., Warden of Trinity College, Glenalmond, Perth, N.B.

IMAGE, J. M., M.A., Trinity College, Cambridge.

IMPEY, E., M.A., Eton College, Windsor.

IREMONGER, Miss G., Holland Road, Weymouth.

TRVINE, A. L., B.A. Bradfield College, Berks.

^{*}Jackson, C., M.A., Ballard's Shaw, Limpsfield.

JACKSON, Miss S. E., 20, Heywood Street, Bury, Lancs.

JACKSON, Prof. H., Litt.D., Trinity College, Cambridge.

JAMES, L., M.A., Radley College, Abingdon.

James, Miss Lucie, B.A., Fairlight, Aldenham Road, Bushey.

*James, Rev. S. R., M.A., The College, Malvern.

*Jasonidy, O. J., Limassol, Cyprus.

JELF, C. R., M.A., The Grange, Folkestone.

D. T., B.A., The Vicarage, Llangwyryfn, JENKINS, E. Aberystwyth.

*JENKINSON, F. J. H., M.A., D.Litt., Chaucer Road, Cambridge.

JERRAM, C. S., M.A., 134, Walton Street, Oxford.

*Jevons, Principal F. B., M.A., Litt.D., Bishop Hatfield's Hall, Durham.

JEWSON, Miss D., Tower House, Bracondale, Norwich.

*JEX-BLAKE, Miss K., Girton College, Cambridge.

JEX-BLAKE, The Very Rev. T. W., D.D., Dean of Wells, The Deanery, Wells, Somerset.

Johns, Miss E. L., M.A., Queenwood, Eastbourne.

*Johnson, C., M.A., 11, Willoughby Road, Hampstead, N.W.

JOHNSON, Rev. G. H., Wallis Down, Bournemouth.

JOHNSON, G. W., M.A., 2, Mount Ephraim Road, Streatham,

Johnson, Miss L. A., Woodleigh, Altrincham, Cheshire.

JONES, C. C. Lloyd, Elizabeth College, Guernsey.

JONES, Miss E. E. C., Girton College, Cambridge.

JONES, H. L., M.A., Willaston School, Nantwich. JONES, W. H. S., M.A., Perse School, Cambridge.

JOSEPH, H. W. B., M.A., New College, Oxford.

KAY, T., J.P., Moorfield, Stockport.

KEANE, Rov. J., St. Stanislaus College, Tullamore, King's Co., Ireland.

KEATINGE, M. W., 40, St. Margaret's Road, Oxford.

KEELING, Rev. W. H., M.A., Grammar School, Bradford, Yorks.

KRELING, Rev. W. T., M.A., King Edward's School, Grantham.

KEEN, Miss E. A., Alexandra College, Dublin.

KELAART, W. H., Claremont Lane, Esher.

Kelly, Rev. Canon J. D., Cathedral Library, Manchester.

Kelsey, C. E., M.A., Hulme Grammar School, Manchester.

*Krisey, Prof. F. W. (University of Michigan), 826, Tappan Street, Ann Arbor, Michigan, U.S.A.

KENDALL, G., M.A., Charterhouse, Godalming.

KENNEDY, Hon. Mr. Justice, M.A., LL.D., 23, Phillimore Gardens, Kensington, W.

KENNEDY, Miss J. E., Shenstone, Cambridge.

KENNEDY, Miss M. G., Shenstone, Cambridge.

KENNEDY, W., B.A., Haileybury College, Herts.

KENSINGTON, Miss F., 83, Gloucester Terrace, Hyde Park, W.

KENYON, F. G., M.A., D.Litt., Kirkstead, Godstone, Surrey.

KER, W. C. A., M.A., 5, Vicarage Gardens, Kensington, W. Kidd, B., The Warders, Tonbridge, Kent.

KIDD, E. S., M.A., 9, Crawford Avenue, Haulgh, Bolton.

KINDERSLEY, R. S., M.A., Eton College, Windsor.

King, F. L., B.A., The College, Brighton.

KING, H. R., M.A., Abbeylands, Sherborne.

King, J., M.A., Grammar School, Hitchin.

King, J. E., M.A., Grammar School, Bedford.

KIRBY, W. R., West Downs, Winchester.

KIRKPATRICK, Rev. A. F., D.D., The Deanery, Ely.

KIRTLAND, Prof. J. C., The Phillips Exeter Academy, Exeter, New Hampshire, U.S.A.

Knorr, O., 7, Chapel Walks, Manchester.

KNOX, Rt. Rev. E., D.D., Lord Bishop of Manchester, Bishop's Court, Manchester.

KYNASTON, Rev. Prof. H., D.D., The University, Durham.

KYRKE-PENSON, Miss E., St. Katharine's, Hook Heaths, Woking.

LAMB, Prof. Horace, M.A., LL.D., D.Sc., F.R.S., Victoria University, Manchester.

LAMB, J. G., M.A., Mount View, Potter's Bar, Middlesex.

LANG, Miss H. M., Wycombe Abbey School, Bucks.

LANGDON-DAVIES, B. N., M.A., Copthill, Burgh Heath, Surrey.

LANGRIDGE, A., M.A., 54, Victoria Street, S.W.

LATTER, H., M.A., North Devon Lodge, Cheltenham.

LATTIMER, R. B., M.A., Editor of School, 50A, Albemarle Street, W.

LAWSON, J. C., M.A., Pembroke College, Cambridge.

LAYMAN, Miss A. M., High School for Girls, Croydon.

LAYNG, Rev. T., M.A., Grammar School, Abingdon, Berks.

LEA, Rev. E. T., M.A., Willscote, Cranleigh, Guildford.

LEACH, Prof. Abby, Vassar College, Poughkeepsie, N.Y., U.S.A.

LEACH, Miss A. K., Burton-in-Lonsdale, Kirkby Lonsdale.

LEADER, Miss E., Elmshurst, East Finchley, N.

*LEAF, Walter, Litt.D., 6, Sussex Place, London, N.W.

LEATHES, S. M., M.A., 4, Clement's Inn, W.C.

LEDGARD, W. H., B.A., Ingleneuk, Annandale Avenue, Bognor.

LEE, F. R., 14, Bonchurch Road, London.

LEE, F. R., M.A., Shan Chief's School, Taunggyi, Southern Shan States, Burma.

LEE, Rev. J. B., M.A., Bedford Avenue, Barnet, Herts.

LEE, Rov. Richard, M.A., Southcote, Elm Grove Road, Ealing Common.

LEE, Sidney, M.A., Litt.D., 108, Lexham Gardens, Kensington, W.

LEGARD, A. G., M.A., Brow Hill, Batheaston, Bath.

Lugg, Rev. Stanley C. E., M.A., King's College, London, W.C.

LEIGHTON, R. L., M.A., 235, Chesterton Road, Cambridge.

LEMAN, H. M., B.A., LL.M., 23, Herbert Road, Sherwood Rise, Nottingham.

LENDRUM, W. T., M.A., Caius College, Cambridge.

LEVERTON, Rev. E. S., M.A., Wootton Rectory, Northampton.

LEVY, Miss E. M., 71, Finchley Road, St. John's Wood, N.W.

LEWIS, Mrs. A. S., LL.D., D.D., Castlebrae, Cambridge.

LEWIS, Miss C., 13, Rawlinson Road, Oxford.

LEWIS, Miss M. E., 21, Ridgway, Wimbledon, S.W.

LEWIS, Rev. F., M.A., 2, Richmond Crescent, St. Bees, Cumberland.

LEWIS, G., The School, Mowbray, Cape Town, S. Africa.

LEWIS, L. W. P., M.A., 64, St. Mary's Road, Bradford.

LIBERTY, Miss M., 188, Finborough Road, West Brompton, London, S.W.

LIDDELL, J. W., M.A., The School, Warwick.

LIDDERDALE, E. W., M.A., Bank of England, Leeds.

LILLEY, Miss M., B.A., High School, Dover Street, Manchester.

LIMEBEER, Miss D., M.A., High School, Dover Street, Manchester.

LINDSAY, A. D., Balliol College, Oxford.

LINDSELL, Miss A., Bearton, Hitchin.

LINNELL, Miss B. M. B., 84, Fitzjohn's Avenue, Hampstead, N.W.

LINZELL, Miss E. M., Stanley House, Felixstowe.

LIPSCOMB, W. G., M.A., The Grammar School, Bolton.

LIVINGSTON, R. W., B.A., Corpus Christi College, Oxford.

LLEWELLYN, Miss G., 19, Longton Road, Stone, Staffs.

LOANE, G. G., M.A., Colet House, West Kensington, W.

LOCK, Rev. W., D.D., Warden of Keble College, Oxford.

LOLY, G., B.A., Queenmore School, Bromley, Kent.

LONGWORTH, F. D., M.A., Charterhouse, Godalming.

LOREBURN, Rt. Hon. Lord, Lord High Chancellor, 8, Eaton Square, S.W.

LORIMER, Miss H. L., Somerville College, Oxford.

LORING, W., M.A., Allerton House, Blackheath, S.E.

LOVE, Miss Jessie, 8, Halliwell Street, Cheetham, Manchester.

LOVEDAY, Miss A., Williamscote, Banbury.

Lowe, Miss L. A., Girls' High School, Leeds.

LOWBY, C., M.A., School House, Sedbergh, Yorks,

LUBBOCK, S. G., M.A., Eton College, Windsor.

LUCAS, F. W., Colfe Grammar School, Lewisham, London, S.K.

LUNN, Miss A. C. P., Brighton and Hove High School, Montpelier Road, Brighton.

LUXMOORE, H. E., M.A., Eton College, Windsor.

LYALL, Rt. Hon. Sir A., K.C.B., G.C.I.E., D.C.L., LL.D., 18, Queen's Gate, S.W.

LYS, Rev. F. J., M.A., Worcester College, Oxford.

LYTTELTON, Rev. and Hon. E., M.A., Eton College, Windsor.

- *Macan, R. W., M.A., Master of University College, Oxford. Macassey, E. L., B.A., Emanuel School, Wandsworth Common, S.W.
 - MACFARLANE-GRIEVE, W. A., M.A., J.P., Impington Park, Cambridge.
 - MACINNES, J., M.A., 25, Burlington Road, Withington, Manchester.
- *Mackail, Prof. J. W., M.A., LL.D., 6, Pembroke Gardens, Kensington, W.
- *MACKENZIE, Rev. H. W., The School, Durham.

MACMILLAN, G. A., D.Litt., 27, Queen's Gate Gardens, S.W.

MACNAGHTEN, Rt. Hon. Lord, 198, Queen's Gate, London.

MACNAGHTEN, H., M.A., Eton College, Windsor.

MACNAUGHTON, D. A., M.A., 6, Princes' Avenue, Liverpool.

MAGNUS, Laurie, 8, Craven Hill Gardens, Lancaster Gate, London.

MAGRATH, Rev. J. R., D.D., Provost of Queen's College, Oxford.

MALAHER, Miss F. E., The Vicarage, Shifnal, Salop (Cheltenham

Ladies' College).

*Malin, F. B., M.A. (Headmaster), Sedbergh School, Yorks.

Many Rev. H. K. St. Cuthbort's Grammon School, Name et lea

Mann, Rev. H. K., St. Cuthbert's Grammar School, Newcastleon-Tyne.

NAMES AND ADDRESSES OF MEMBERS 145

MANSFIELD, E. D., M.A., Markham House, Wokingham.

MARCHANT, E.C., M.A., Lincoln College, Oxford.

Marerr, Miss J. M., Withington Girls' School, Fallowfield, Manchester.

MARSH, E. A. J., B.A., 104, Hanley Road, Crouch Hill, N.

MARSH, W., M.A., 11, The Crescent, Bedford.

MARSHALL, Miss A. M. C., Far Cross, Woore, Newcastle, Staffs.

MARSHALL, Rev. D. H., M.A., The Hall, Crossfield Road, Hampstead.

Marshall, Mrs. D. H., B.A., The Hall, Crossfield Road, Hampstead.

MARSHALL, F. H., M.A., British Museum, W.C.

MARSHALL, Prof. J. W., M.A., University College of Wales, Aberystwyth.

MARSHALL, T., M.A., Highfield, Chapel Allerton, Leeds.

MARTIN, A. T., M.A., Bath College, Bath.

Mason, Rev. Canon A. J., D.D., The Lodge, Pembroke College, Cambridge.

MASON, Miss D., University Hall, Fairfield, Liverpool.

Mason, Miss L. G., L.C.C. Stockwell Secondary School, Durand Gardens, Brixton, S.W.

Mason, W. A. P., M.A., Merchant Taylors' School, Crosby, Liverpool.

Massey, Mrs., 2, Demesne Road, Wilbraham Road, Fallowfield, Manchester.

MASSINGHAM, A., M.A., 3, West Terrace, Darlington.

MATHESON, P. E., M.A., 1, Savile Road, Oxford.

MATHEWS, L. H. S., B.A., St. Paul's School, West Kensington, S.W.

*MATTHABI, Miss L. E., 113, Clifton Hill, St. John's Wood, N.W.

MATTHEWS, Rev. J. E., Ampleforth, Oswaldkirk, York.

MATTHEWS, Miss M. W., B.A., 56, Fellows Road, South Hampstead, N.W.

MAVROGORDATO, J. N., 52, Queen's Gate Gardens, S.W.

MAY, T., F.S.A., F.E.I. (Scot.), Lonmay House, Lower Walton, Warrington.

MAYALL, A., Gordon House, Bromsgrove School, Bromsgrove.

MAYOR, H. B., M.A., Clifton College, Bristol.

MAYOR, Rev. J. B., M.A., Queensgate House, Kingston Hill, Surrey.

MAYOR, Rev. Prof. J. E. B., M.A., LL.D., St. John's College, Cambridge.

•MAYOR, R. J. G., M.A., Board of Education, Whitehall, S.W.

McClure, J. D., LL.D., B.Mus., Mill Hill School, N.W. McCrea, *Miss* G. J., King Edward VI. High School for Girls, New Street, Birmingham.

McCutcheon, Miss K. H., B.A., St. Leonard's School, St. Andrews, N.B.

McDougall, Miss E., M.A., Westfield College, Hampstead, N.W.

McElderry, Prof. R. K., M.A., 3, Devon Place, Galway.

McKAY, H. G., B.A., Little Appley School, Ryde, Isle of Wight.

McMichael, Miss E., B.A., 14, Compton Road, Highbury, N. Measures, A. E., M.A., King Edward VI. School, Birmingham.

MEDD, J. C., M.A., Stratton, Circucester.

MEIKLEJOHN, R. S., M.A., Reform Club, Pall Mall, S.W.

MELHUISH, J. E., M.A., 33, Leinster Avenue, East Sheen, Surrey.

MENZIES, G. K., M.A., 14, Milborne Grove, The Boltons, S.W. MENZIES, Mrs., 14, Milborne Grove, The Boltons, S.W.

MERRICK, Rov. G. P., M.A., M.B., 110, Belgrave Road, S.W.

MERRY, Rev. W. W., D.D., Rector of Lincoln College, Oxford.

MILL, Prof. L. C., D.Sc., F.R.S., 1, Richmond Mount, Headingley, Leeds.

MICHELL, W. G., M.A., Rugby.

MILES, J. C., M.A., Merton College, Oxford.

MILFORD, Rev. L. S., M.A., Haileybury College, Hertford.

*MILLARD, V. C. H., M.A., Shrewsbury House, Surbiton.

•MILLINGTON, Miss Maude V., 47, Peak Hill, Sydenham, S.E. MILLS, Miss B. T., Milverton, Somerset.

MILMAN, Rev. W. H., M.A., Sion College, Victoria Embankment, E.C.

MILNE, J. G., M.A., Duncroft, Leatherhead.

MILNEB, Rt. Hon. Viscount, G.C.B., G.C.M.G., D.C.L., Brooks' Club, St. James's Street, S.W.

MINTURN, Miss E. T., M.A., 14, Chelsea Embankment, S.W.

MITCHELL, M. W., M.A., Haileybury College, Hertford.

Montague, C. E., M.A., Oak Drive, Fallowfield, Manchester.

Montague, Mrs., Oak Drive, Fallowfield, Manchester.

Moor, Miss M. F., 7, St. John's Road, Oxford.

Moor, S. A., M.A. (Headmaster), Grammar School, Nantwich, Cheshire.

MOORE, E. W., M.A., Christ's Hospital, West Horsham.

MOORE, Rev. W., M.A., Appleton Rectory, Abingdon.

Morison, L., M.A., 80, Warwick Square, S.W.

MORLEY, A. M., M.A., 33, Woodside, Wimbledon, S.W.

MORRELL, W. J., M.A., Otago High School, Dunedin, New Zealand.

MORTON, Miss M., 15, Greville Road, Kilburn Priory, N.W.

MORSHEAD, E. D. A., M.A., 29, Trinity Square, Southwark, S.E.

Moss, Rev. H. W., M.A., The School, Shrewsbury.

Moule, C. W., M.A., Corpus Christi College, Cambridge.

MOULTON, Rev. J. H., D.Litt., Didsbury College, Manchester.

MOXON, Rev. R. S., M.A., King's School, Canterbury.

*Moxon, Rev. T. A., M.A., 2, Soho Square, London, W.

MUIRHEAD, Prof. J. H., M.A., LL.D., The University, Birmingham.

MUIR-MACKENZIE, Sir K., K.C.B., K.C., Warden of Winchester College, 20, Queen Anne's Gate, S.W.

*Mumm, A. L., M.A., 4, Hyde Park Street, W.

MURRAY, G. G. A., LL.D., New College, Oxford.

MURRAY, Prof. Howard, Dalhousie University, Halifax, Canada.

*Murray, John, M.A., 50, Albemarle Street, W.

MUSCHAMP, J. G. S., M.A., 32, Henleaze Gardens, Westbury, Bristol,

Musson, Miss C. J., 29, Beech Hill Road, Sheffield.

MYERS, Ernest, M.A., Brackenside, Chislehurst.

•MYRES, Prof. J. L., M.A., The University, Liverpool.

NAIRN, Rev. J. A., Litt.D., Merchant Taylors' School, E.C.

NAYLOR, Prof. H. Darnley, The University, Adelaide, S. Australia.

NEILD, Miss H. T., M.A., The Mount School, York.

NELSON, O. T. P., M.A., Arden House, Henley-in-Arden.

NEWBOLT, H. J., M.A., 23, Earl's Terrace, W.

NEWCOMB, Miss E., Highfield, Rochester, Kent.

NEWMAN, Miss M. L., The High School, Rutland Park, Sheffield.

NEWMAN, W. L., Litt.D., 1, Pittville Lawn, Cheltenham.

*Newton, C. W., M.A., S. Paul's School, Darjeeling, India.

NICHOLSON, Miss M., 26, Talgarth Road, West Kensington, W.

NICKLIN, Rov. T., M.A., Rossall, Fleetwood, Lancs.

NICOL, J. C., M.A., Grammar School, Portsmouth.

NIGHTINGALE, A. D., M.A., Sidney House, Oundle, Northants.

NIXON, J. E., M.A., King's College, Cambridge.

NOLAH, Rev. Monsignor E., M.A., St. Edmund's House, Cambridge.

NOLAN, J. T., M.A., Ardee, Co. Louth, Ireland.

NOLAN, Rev. T. V., S.J., Mungret College, Limerick.

Norris, Rev. John, The Oratory, Birmingham.

NORTHBOURNE, Rt. Hon. Lord, Betteshanger, Eastry, Kent.

NORTON, D. E., M.A., King's School, Bruton.

NORWOOD, C., M.A., The Grammar School, Bristol.

Norwood, G., B.A., 12, Peel Mount Road, Heaton Chapel, near Stockport.

Nowers, G. P., M.A., Letchworth Corner, Hitchin.

NUTT, A., 57, Long Acre, W.C.

OAKELEY, Miss H. D., M.A., King's College, Kensington Square, W.

O'Brien, Rev. P. F., M.A., St. Thomas' College, St. Paul, Minnesota, U.S.A.

Ogilvy, Miss A., 12, Prince Edward Mansions, Pembridge Square, W.

OLDERSHAW, L. R. F., Fernley, Maidenhead, Berks.

ORANGE, Miss B., Netherfield, St. Margaret's, Polmont, N.B.

ORMEROD, J., Lime Tree House, Castleton, near Manchester.

OSBORN, T. G., M.A., Rydal Mount School, Colwyn Bay.

Owen, A. S., M.A., 3, Montague Lawn, Cheltenham.

OWEN, S. G., M.A., Christ Church, Oxford.

PAGE, T. E., M.A., Charterhouse, Godalming.

PAGET, R., B.A., 50, Old Bailey, E.C.

PALMER, Rev. E. J., M.A., Balliol College, Oxford.

Pantin, W. E. P., M.A., 17, Dewhurst Road, West Kensington, W.

Papillon, Rev. T. L., M.A., Writtle Vicarage, Chelmsford. Parker, Miss C. E., Westfield College, N.W.

PARKINSON, Rt. Rev. Monsignor, D.D., Oscott College, Birmingham.

PARRY, E. H., Stoke House, Stoke Poges, Bucks.

PARRY, Rev. Canon R. St. J., B.D., Trinity College, Cambridge.

PATON, J. L., M.A., Grammar School, Manchester.

Paul, Miss A. S., M.A., 43, Clifton Road, Crouch End, London, N.

PAYNE-SMITH, Rev. W. H., 1, Moultrie Road, Rugby.

Peacook, M. H., M.A., School House, Wakefield.

Peake, Prof. A. S., M.A., 16, Wellington Road, Whalley Range, Manchester

- PRABCE, J. W. E., M.A., Merton Court Preparatory School, Footscray, Kent.
- *Prarson, A. C., M.A., Nateby, Warlingham, Surrey.
- *Pearson, Miss E. R., M.A., Abbey Park South, St. Andrews.

PEARSON, Miss I., West Garth, Malton, Yorks.

PEILE, J., Litt.D., The Lodge, Christ's College, Cambridge.

PENDLEBURY, C., M.A. (St. Paul's School), 40, Glazebury Road, West Kensington.

PENROSE, Miss E., Somerville College, Oxford.

PERMAN, Miss Ida A., M.A., County School, Pembroke Dock.

PERRETT, A. G., M.A., Magdalene College, Cambridge.

PESKETT, Miss S. M., 80, Huntingdon Road, Cambridge.

Peterson, Principal W., M.A., LL.D., C.M.G., McGill University, Montreal, Canada.

*PHELPS, Rev. L. R., M.A., Oriel College, Oxford.

PHILLIMORE, The Hon. Sir W. G., Bt., D.C.L., Cam House, Campden Hill, Kensington, W.

PHILLIPS, J. L., B.A., St. Paul's School, West Kensington.

PHILLIPS, Rev. W. Richmond, M.A., South Lodge, Lowestoft.

*Pickard, Miss E. M., Overdale School, Settle, Yorks.

Pickard, Miss K., B.A., Bradford Commercial Institute, Telegraph Chambers, Market Street, Bradford.

Pickard-Cambridge, A. W., M.A., Balliol College, Oxford.

PICKERING, T. E., M.A., The School, Shrewsbury.

Plaistowe, F. G., M.A., Queens' College, Cambridge.

PLATER, Rev. C. D., S.J., St. Mary's Hall, Stonyhurst, Lancs.

PLUNKETT, Count, F.S.A., 26, Upper Fitzwilliam Street, Dublin.

Pollard, A. T., M.A., 24, Harley Street, W.

Pollock, Sir F., Bart., M.A., D.C.L., 21, Hyde Park Place, W.

POOLER, Rov. C. K., D.Litt., B.D., M.A. (University College), 10, Westfield Park, Redland, Bristol.

Pooley, H. F., M.A., Scotter, Well Walk, Hampstead, N.W.

POPE, G. H., M.A., B.C.L., 60, Banbury Road, Oxford.

POPE, Mrs., 60, Banbury Road, Oxford.

POSTGATE, Prof. J. P., Litt.D., 54, Bateman Street, Cambridge.

Powell, J. U., M.A., St. John's College, Oxford.

POWELL, Miss H. L., Ladies' Training College, Cambridge.

POWELL, Miss M., Orme Girls' School, Newcastle, Staffs.

POWELL, Miss M. H., 16, Holmewood Gardens, Streatham Hill, S.W. POYNTER, A. M., 56A, Pall Mall, S.W.

POYNTER, Sir E. J., Bt., D.C.L., Litt.D., P.R.A., 70, Addison Road, W.

PREEDY, J. B. K., B.A., 14, Hillside Gardens, Highgate, N.

PRICE, A. C., M.A., The Grammar School, Leeds.

PRICHARD, H. A., M.A., 43, Broad Street, Oxford.

PRICKARD, A. O., M.A., New College, Oxford.

PRIESTLEY, Miss E., B.A., Girls' High School, Stamford.

PRUEN, G. G., M.A., The College, Cheltenham.
PURDIE, *Miss* E., Ph.D., Ladies' College, Cheltenham.

Purdir, Miss F. M., M.A., High School for Girls, Exeter.

PURSER, Prof. L. C., Litt.D., 35, Trinity College, Dublin.

Purton, G. A., St. John's School, Leatherhead.

Quelch, Miss K., Women's Settlement, 318, Summer Lane, Birmingham.

QUENNELL, Rev. Canon W., M.A., Shenfield Rectory, Brentwood. QUIRE, J. N., D.D., The Rt. Rev., Lord Bishop of Sheffield, St. Mark's Vicarage, Sheffield.

RACKHAM, Mrs., 4, Grange Terrace, Cambridge.

*Racкнам, H., M.A., Christ's College, Cambridge.

RADCLIFFE, Rev. R. C., M.A., Eton College, Windsor.

*RADCLIFFE, W. W. Fonthill, East Grinstead, Sussex.

RAGG, Rev. W. H. Murray, M.A., The Cathedral School, Hereford.

*Raleigh, Miss K., 8, Park Road, Uxbridge. Raleigh, Sir T., D.C.L., C.S.I., Reform Club, S.W.

•Ramsay, A. B., M.A., Eton College, Windsor.

RAMSAY, Prof. G. G., Litt.D., Drumore, Blairgowrie, N.B.

RAPSON, Prof. E. J., M.A., 8, Mortimer Road, Cambridge.

RAWLINS, F. H., M.A., Eton College, Windsor.

RAWNSLEY, W. F., M.A., J.P., Shamley Green, Guildford.

REID, Prof. J. S., Litt.D., West Road, Cambridge.

REITH, A. W., M.A., Heath Grammar School, Halifax.

RENDALL, Rev. G. H., M.A., Litt.D., Charterhouse, Godalming.

RENDALL, M. J., M.A., The College, Winchester.

RENDALL, V., M.A., 15, Wellesley Mansions, West Kensington, W.

RENNIE, W., M.A., Trinity College, Cambridge.

RHOADES, J., M.A., Monkswood, Haslemere, Surrey.

NAMES AND ADDRESSES OF MEMBERS 151

Rhodes, Miss C. M., M.A., Oakhurst, Purley Oaks Road, Sanderstead, Surrey.

RHYS, Miss M., The Lodgings, Jesus College, Oxford.

RICHARD, Miss K. A., 47, Bertrand Road, Bolton. (H.S. for girls, Bolton.)

RICHARDS, F., M.A., Kingswood School, Bath.

RICHARDS, Miss F. G., B.A., 1, Thornsbeach Road, Catford, S.E.

RICHARDS, Rev. G. C., M.A., Oriel College, Oxford.

RICHARDS, H., M.A., Wadham College, Oxford.

RICHARDS, Rev. J. F., M.A., Bishopstone Manor, Lewes.

RICHARDS, Miss S. E. S., M.A., 74, St. George's Terrace, Newcastle-on-Tyne.

RICHARDSON, Miss A. W., B.A., Westfield College, Hampstead, N.W.

RICHMOND, B. L., M.A., 2, Tanfield Court, Temple, E.C.

RICHMOND, O. L., B.A., 64, Cornwall Gardens, S.W.

RICHMOND, Sir W. B., K.C.B., R.A., Beavor Lodge, Hammersmith, W.

*Ridding, Miss C. M., St. James's House, Holland Park, W.

RIDER, Miss B. C., University College, London.

RIDGEWAY, Prof. W., M.A., Fen Ditton, Cambridge.

RILEY, Miss M. E., 31, Sheppard Street, Stoke-on-Trent.

RISLEY, C. S., B.A., 9, Oriel Place, Cheltenham.

RITCHIE, F., Beechview, Sevenoaks.

ROBERT, Prof. Dr. C., Karlestrasse, 9, Halle-an-der-Saale, Germany.

ROBERTS, Rev. E. S., M.A., The Lodge, Gonville and Caius College, Cambridge.

ROBERTS, Miss M. E., Girls' Grammar School, Bradford, Yorks.

ROBERTS, Principal T. F., M.A., LL.D., University College, Aberystwyth.

ROBERTS, Prof. W. Rhys, M.A., Litt.D., The University, Leeds. ROBERTSON, Miss Hilda, 57, Harrington Gardens, S.W. (and University, Leeds).

ROBERTSON, M., B.A., Finstock, Charlbury, Oxon.

ROBERTSON, Rev. W. L., M.A., 11, St. Andrew's Crescent, Cardiff.

Robinson, F. P. Gordon, M.A., Ashfield, Rothsay Place, Bedford. Robinson, Very Rev. J. Armitage, D.D., Deanery, Westminster, S.W.

ROBY, A. G., High Bank, Didsbury, Manchester.

ROBY, Mrs. A. G., High Bank, Didsbury, Manchester.
ROGERS, Miss A. M. A., 39, Museum Road, Oxford.
ROGERS, Miss M. D., 199, Coldhurst Terrace, West Hampsted,
N.W.

ROMANIS, Rev. W. F. J., M.A., Charterhouse, Godalming.
ROOKE, Miss, 7, Queen Anne's Gardens, Bedford Park, W.
ROSCOE, H. W. K., Ilsley Cottage, Streatley, Reading.
ROSSITER, Miss G. M., B.A., 8, Southdean Gardens, Southfields, S.W.

*Rouse, W. H. D., M.A., Litt.D., Perse School, Cambridge. Rubie, Rev. A. E., M.A., Eltham College, Kent.

RUDD, Rev. E. J. S., M.A., Souldern Rectory, Banbury.

RUDD, G. E., M.A., Stoneygate School, Leicester.

RUNDALL, G. W., M.A., Teachers' Registrar, 49 and 50, Parliament Street, S.W.

RUSHBROOKE, W. G., M.A., St. Olave's Grammar School, Tower Bridge, S.E.

Russell, B. W. N., B.A., Newlyn, Stoneygate, Leicester. Russell, J., M.A. 328, Mansfield Road, Carrington, Notta.

*Sadler, Prof. M. E., M.A., Victoria University, Manchester. Sale, Prof. G. S., c/o Bank of New South Wales, 64, Old Broad Street, E.C.

SANDERS, Miss A. F. E., 121, Jerningham Road, New Cross, S.E. SANDERSON, F. W., M.A., The School, Oundle.

SANDFORD, Miss E. H., B.A., The Close, Exeter.

SANDYS, J. E., Litt.D., Merton House, Cambridge.

Sant, Miss C. M., Somerville House, Southwold.

SARGEAUNT, J., M.A., Westminster School, S.W.

SARSON, Arnold, M.A., The High School, South Shore, Black-pool.

Sarson, Miss M., 77, Blackheath Hill, London, S.E.

SAUNDERS, J. V., College House, Hymer's College, Hull.

SAUNDERS, Miss M. B., M.A., Ladies' College, Cheltenham.

SAUNDERS, T. Bailey, Fern Lodge, Milnthorpe Road, Eastbourne.

SCHOMBERG, Miss I., 16, Woodstock Road, Oxford.

Schulze, D. G., B.A., 39, Perham Road, West Kensington.

Scoles, Rev. I. C., S. J., M.A., S. Mary's Hall, Stonyhurst, Blackburn.

Scorr, Rev. C. Anderson, 19, Russell Road, Kensington, W. Scorr, G. R., M.A., 2, Clarendon Villas, Parktown, Oxford.

NAMES AND ADDRESSES OF MEMBERS 158

Scorr, John, M.A., M.D., 24, Upper Brook Street, Manchester. Scorr, Miss A. T., B.A., Girls' Grammar School, Bingley, Yorks.

SEATON, R. C., M.A., 11, Addison Road, W.

SEEBOHM, H. E., Poynders End, nr. Hitchin.

SELWYN, Rev. E. C., D.D., The School, Uppingham.

SEMPLE, P., M.A., University College, Dublin.
SEYMOUR, *Prof.* T. D., Yale College, Newhaven, Conn., U.S.A.

SHADWELL, C. L., D.C.L., Oriel College, Oxford.

SHARP, Rev. D. S., Sunnyside, Sudbury, Suffolk.

*Sharpley, Miss E. M., Newnham College, Cambridge.

SHARPLEY, H., M.A., Harley Court, The Close, Hereford.

SHARWOOD-SMITH, E., M.A., School House, Newbury.

Shaw, Miss J. B., 7, The Beeches, West Didsbury, Manchester.

SHAWYER, J. A., B.A., Ermysted's Grammar School, Skipton, Yorks.

SHEARER, W. A., M.A., Latymer's School, Edmonton.

Sheehan, Rev. M., D.Ph., St. Patrick's College, Maynooth, Co. Kildare, Ireland.

Sheppard, J. T., M.A., King's College, Cambridge.

*Shields, C., M.A., Corpus Christi College, Oxford.

SIDEBOTHAM, H., B.A., Guardian Office, 3, Cross Street, Manchester.

SIDGWICK, A., M.A., 64, Woodstock Road, Oxford.

Sikes, E. E., M.A., St. John's College, Cambridge.

*Silcox, Miss L., High School for Girls, West Dulwich, S.E.

SIMMONS, Miss N. J., 15, Maresfield Gardens, Hampstead, N.W.

Simon, Mrs. H., Lawnhurst, Didsbury, Manchester.

SIMPSON, P., M.A., St. Olave's Grammar School, Tower Bridge, S.E.

SING, J. M., M.A., St. Edward's School, Oxford.

*SKEAT, Rev. Prof. W. W., Litt.D., LL.D., D.C.L., 2, Salisbury Villas, Cambridge.

SKEEL, Miss C. A. J., D.Litt., 45, Downshire Hill, Hampstead, N.W.

SKIRVING, E. Scot, M.A., The College, Cheltenham.

SLATER, Prof. D. A., M.A., University College, Cardiff.

SLATER, Miss W. M., M.A., 114, Elgin Avenue, W.

SLEEMAN, J. H., M.A., Sidney Sussex College, Cambridge.

SLOANE, Miss E. J., M.A., 13, Welford Road, Leicester.

SLOMAN, Rev. A., M.A., The Vicarage, Godmanchester, Huntingdonshire.

SMEDLEY, J. F., M.A., 9, The Avenue, Bedford Park, W. SMILEY, Miss R., B.A., Southlands College, Battersea, S.W.

SMITH, A. J., Grammar School, Darlington.

SMITH, Douglas, M.A., King's College School, Wimbledon.

SMITH, Prof. G. O., M.A., Trinity College, Toronto, Canada.

SMITH, Rev. J. Hunter, M.A., Avonmore, Moseley Road, Birmingham:

SMITH, Miss J. Ingham, 14, Sydney Street, Barford, Stoke-on-Trent.

SMITH, Miss M. L. S., Girls' High School, Leeds.

*Smith, N. C., M.A., The College, Winchester.

SMYTH, C., M.A., The Grammar School, Bradford.

Snow, T. C., M.A., St. John's College, Oxford.

SONNENSCHEIN, Prof. E. A., D. Litt., The University, Birmingham.

Soulby, T. H., B. A., 17, Marina, St. Leonards-on-Sea.

Sowels, F., M.A., Bath College, Bath.

Sowals, Miss G. R., 23, Windsor Street, Swansea.

SPENCER, C. E. G., M.A., 47, Carlton Street, Moss Side, Manchester.

SPENSER, Dr. H. J., University College School, Frognal, N.W.

*Spilebury, A. J., M.A., City of London School, Victoria Embankment, E.C.

SPOONER, Rev. W. A., D.D., Warden of New College, Oxford.

*SQUIRE, S. G., M.A., St. Peter's School, York.

STANFORD, Sir C. V., M.A., Mus.D., D.C.L., LL.D., 50, Holland Street, Kensington, W.

STANTON, C. H., M.A., Fidd Place, Stroud, Gloucestershire.

STANTON, Rov. Prof. V. H., D.D., Trinity College, Cambridge.

*STAWELL, Miss F. M., 41, Westbourne Park Villas, W.

*STEELE, J. P., M.A., M.D., 2, Via Pico della Mirandola, Florence, Italy.

STEELE, Miss A. F., M.A., The High School, Portsmouth.

STEEN, W. P., M.A., 9, Queen Anne Terrace, Cambridge.

STENHOUSE, Miss S. E., B.A., 166, Drake Street, Rochdale.

STEPHENSON, Rev. F., M.A., The School House, Felsted, Essex.

STEVENSON, Miss E., Collegiate School for Girls, Port Elizabeth, Cape Colony.

STEVENSON, W. E., M.A., Wingrove, Moorend Park Road, Cheltenham.

STEWART, Rev. H. F., B.D., The Malting House, Cambridge. STEWART, Prof. J. A., M.A., LL.D., Christ Church, Oxford.

STOBART, J. C., M.A., Trinity College, Cambridge.

STOKER, Miss H., 9, Lessar Avenue, Clapham Common, S.W.

STOKOR, H. R., M.A., Park House, Tonbridge, Kent.

STONE, Rev. E. D., M.A., Helensbourne, Abingdon.

*STONE, E. W., M.A., Eton College, Windsor.

STONEMAN, Miss A. M., M.A., Notting Hill High School, Norland Square, W.

STORR, F., M.A., 40, Mecklenburg Square, W.C.

*STRACHAN-DAVIDSON, J. L., M.A., Balliol College, Oxford.

STRANGEWAYS, L. R., B.A., 17, Queen's Avenue, Muswell Hill, N.

STREAME, Rev. A. W., D.D., Corpus Christi College, Cambridge.

STRONG, The Very Rev. T. B., D.D., Dean of Christ Church, Oxford.

STRONG, Mrs. S. Arthur, LL.D., Chatsworth, Chesterfield.

STRONG, Prof. H. A., M.A., LL.D., The University, Liverpool.

STRUDWICK, Miss E., M.A., Bedford College, W.

*STUART, Miss J. J., 133, Queen's Gate, W.

STUTTAFORD, C., 34, Frognal, Hampstead, N.W.

STYLE, J., M.A., Dane's Road, Awebridge, near Romsey, Hants. Summers, *Prof.* W. C., M.A., 15, Endcliffe Rise Road, Sheffield.

SUTCLIFFE, W. H., Shore Mills, Littleborough.

SUTTON, E., B.A., Bank of England Chambers, Tib Lane, Manchester.

SWALLOW, Rev. R. D., M.A., Chigwell School, Essex.

SYRES, A. A., 16, Edith Road, W. Kensington, W.

*Symes, J. C. G., M.A., Board of Education, South Kensington, S.W.

Syson, Miss M. F., Dunmarhlyn, Weston-super-Mare.

TABOR, A. S., M.A., Cheam School, Surrey.

Tair, Rev. G. A., M.A., Bishop's Court, Sevenoaks.

TALBOT, J. E., M.A., 10, Gt. George Street, Westminster, S.W.

TANCOCK, Rev. C. C., D.D., Tonbridge School, Tonbridge.

*Tanner, Miss L. K., 4, Brackley Road, Beckenham, Kent.

TANNER, R., M.A., Westminster School, Dean's Yard, S.W.

TAPLEN, Miss M., B.A., Grammar School, Burnley.

TATHAM, H. F. W., M.A., Eton College, Windsor.

TATHAM, M. T., M.A., Northcourt, Abingdon.

TAYLER, Rev. C. B., B.A., Gayles, Richmond, Yorks.

TAYLOR, Rev. A. F., M.A., The Manse, Ballater, N.B.

TAYLOR, Miss A. M., St. Margaret's College, Toronto, Canada.

ŀ

TAYLOR, G. M., B.A., Rossall School, Fleetwood, Lancs.

TAYLOR, J. H., M.A., Little Trinity, Cambridge.

TAYLOR, Miss M., B.A., The Woodlands, Baring Road, S.E.

TAYLOR, Miss M. B., Astell House, Cheltenham.

TAYLOR, Miss M. E. J., Royal Holloway College, Englefield Green, Surrey.

TEALE, T. Pridgin, F.R.S., North Grange, Headingley, Leeds.

TERRY, F. J., 9, Allison Grove, Dulwich, S.E.

THOMAS, A. H., M.A., Crescent House School, 21, St. Michael's Place, Brighton.

THOMAS, F. W., M.A., India Office, Whitehall, S.W.

THOMAS, N. H., Eryl, Buarth Road, Aberystwyth.

THOMPSON, Sir E. Maunde, K.C.B., D.C.L., British Museum, W.C.

THOMPSON, E. Seymer, M.A., College House, Grange Road, Cambridge.

THOMPSON, F. E., M.A., 16, Primrose Hill Road, N.W.

THOMPSON, Alderman J., J.P., LL.D., Riversdale, Wilmslow, Cheshire.

THOMPSON, John, M.A., 14, Brighton Road, Dublin.

THOMPSON, Joseph, M.A., 11, Lissen Grove, Mutley, Plymouth.

THOMSON, Miss C. L., 51, Eaton Rise, Ealing, W.

THOMSON, H. R., M.A., School House, The College, Eastbourne. THORNTON, C., M.A., The College, Cheltenham.

THRING, L. T., M.A., The Wick, Hove.

TILDESLEY, Miss E. M. Prior's Field, Godalming.

TILLEY, A. A., M.A., 2, Selwyn Gardens, Cambridge.

TITHERINGTON, Rev. A. F., M.A., Bramshott Rectory, Liphook, Hants.

TOMBS, J. S. O., M.A., 30, Old Elvet, Durham.

TOTTENHAM, Miss E. L., Wallasey High School, Cheshire.

*Tower, B. H., M.A., Head Master, Lancing College, Shoreham.

Towers, R. M., M.A., The College, Cheltenham.

TRAYES, F. E. A., M.A., 10, Luxemburg Gardens, Brook Green, W.

TRENCH, W. L., B.A., West Downs, Winchester.

TRENERRY, Miss E. L., M.A., 3, North Road, Clapham Park, S.W.

TROLLOPE, A. H., M.A., Tyttenhanger Lodge, St. Albans.

TUNNICLIFFE, Miss A. C., B.A., Earlsheaton, Dewsbury.

TURNER, Prof. H. H., M.A., D.Sc., University Observatory, Oxford.

TURNER, J. A., B.A., Haileybury College, Hertford.

TURNER, Miss E., B.A., Sherbourne Lodge, Leamington. Tyler, C. H., B.A., Rossall, Fleetwood, Lancs.

UPCOTT, Rev. A. W., M.A., Christ's Hospital, West Horsham. UPCOTT, E. A., M.A., Wellington College, Berks. URE, P. N., B.A., The University, Leeds.

VAISEY, H. B., M.A., 3, Stone Buildings, Lincoln's Inn, W.C. VALENTINE, J., M.A., St. George's School, Harpenden, Herts.

*Varley, R. S., B.A., 11, Stanley Gardens, Kensington Park, W.

*VAUGHAN, E. L., M.A., Eton College, Windsor.

VAUGHAN, Miss E., M.A., Sandbrook, Kingston Road, Wimbledon, S.W.

VAUGHAN, M., M.A., Haileybury College, Hertford.

VAUGHAN, W. W., M.A., Giggleswick School, near Settle.

VERNON JONES, V. S., M.A., Magdalene College, Cambridge.

VERBALL, A. W., Litt.D., 5, Selwyn Gardens, Cambridge.

VERRALL, Mrs. M. de G., 5, Selwyn Gardens, Cambridge.

VEYSEY, W. B., B.A., The Vicarage, East Teignmouth, Devon.

VINCE, C. A., M.A., 39, Edmund Street, Birmingham.

VINCE, J. H., M.A., Bradfield College, Berks.

VINCENT, H. Alexander, M.A., Islington Row, Edgbaston, Birmingham.

VINCENT, William, 20-21, Laurence Pountney Lane, Cannon Street, E.C.

VIVIAN, *Miss M. A.*, B.A., The Intermediate School, Newport, Monmouthshire.

Voules, M. F., M.A., Middleton School, Bognor.

WACE, A. J. B., M.A. Pembroke College, Cambridge.

WAINWRIGHT, L. D., M.A., 11, Palliser Road, West Kensington, W.

WALDSTEIN, Prof. C., Litt.D., King's College, Cambridge.

WALKER, Rev. D., M.A., D.D., 43, North Bailey, Durham.

WALKER, Rev. E. M., M.A., Queen's College, Oxford.

WALKER, W. W., M.A., 10, Queen Anne Terrace, Cambridge.

WALTER, Rev. J. Conway, B.A., Langton Rectory, Horncastle.

*Walters, Prof. W. C. Flamstead, M.A., King's College, W.C.

WALTERS, H. B., M.A., British Museum, W.C.

WARBURTON, F., Falcon Villas, Halliwell Lane, Cheetham Hill, Manchester. WARD, A.W., Litt.D., Master of Peterhouse, Cambridge.

WARD, C. H., M.A., Technical College, Huddersfield.

WARD, Rev. Canon, St. Edmund's College, Old Hall, Ware.

WARD, W. W., B.A., Bosloe, near Falmouth.

WARDALE, J. R., M.A., Clare College, Cambridge.

WARMAN, A. S., B.A., The Grammar School, Manchester.

WARNER, G. F., M.A., D.Litt., British Museum, W.C.

WARNER, Rov. W., M.A., Christ Church, Oxford.

WARREN, T. H., M.A., President of Magdalen College, Oxford.

WATERFIELD, Rev. R., M.A., Cheltenham College (Head Master).

WATERLOW, Sydney, M.A., 17, Wilmslow Road, Manchester.

WATERS, G. T., M.A., Haileybury College, Hertford.

WATERS, Miss E. A., Hever Lodge, Maidstone.

WATKINS, Miss L. B., Crich Common, Matlock Bath, Derbyshire.

WATKINS, Rov. P. M., The Dene, Caterham.

WATSON, A. K., M.A., School House, Ipswich.

WATSON, A. R., M.A., 66, Abingdon Road, Kensington, W.

WATSON, Mrs. Fairlie, Pusa P.O., Durbhungah, India.

WATSON, Rov. H. A., M.A., Grammar School, Lancaster.

WATSON, Miss J., 7, Upper Cheyne Row, S.W.

Watts, A., M.A., 7a, Abercromby Square, Liverpool.

WAUGH, J., M.A., Intermediate School, Cardiff.

WAY, Rev. J. P., D.D., Rossall, Fleetwood, Lancs.

WEBB, C. C. J., M.A., Magdalen College, Oxford.

WEBSTER, E. W., B.A., Wadham College, Oxford.

WEDD, N., M.A., King's College, Cambridge.

WEDD, Mrs. N., Newnham College, Cambridge.

WEDDERSPOON, W. G., M.A., Education Office, Rangoon, India.

WEECH, W. N., B.A., The College, Cheltenham.

Welldon, Rt. Rev. J. E. C., D.D., The Deanery, Manchester.

Wells, C. M., B.A., Eton College, Windsor.

*Wells, G. H., M.A., Merchant Taylors' School, London, E.C.

Wells, J., M.A., Wadham College, Oxford.

Welsh, Miss Elizabeth, c/o Miss Herschel, Observatory House, Slough.

Wenley, Prof. R. M., M.A., University of Michigan, U.S.A., 509, East Madison Street, Ann Arbor, Michigan (summer address, Tighnabruaich, by Greenock, N.B.).

WENT, Rev. J., M.A., The Wyggeston School, Leicester.

WESTAWAY, F. W., B.A., 1, Pemberley Crescent, Bedford.

WHIBLEY, C., B.A., Wavendon Manor, Woburn Sands R.S.O., Beds.

Whibley, L., M.A., Pembroke College, Cambridge.

Whishaw, Miss E. H., M.A., Corran, Watford.

WHITE, A. H., B.A., Solihull Grammar School, Warwickshire.

WHITE, Miss E. L., M.A., 73, St. Andrew's Road, Southsea.

WHITE, W., M.A., The Grammar School, Boston, Lines.

*WHITEHEAD, Miss T. G., 3, Christchurch Road, Winchester.

WHITE-THOMSON, R. W., 39, Hans Place, S.W.

WHITTLE, J. L., M.A., 11, King's Bench Walk, Temple, E.C.

WHITWELL, R. J., B.Litt., 70, Banbury Road, Oxford.

WHITWORTH, A. W., B.A., Eton College, Windsor.

WHYTE, Miss J., 2, Cecil Road, Clifton, Bristol.

WICKHAM, Very Rev. E. C., D.D., Deanery, Lincoln.

WICKSHY, J. T. W., Mus.B., Castletown Grammar School, Isle of Man.

Wiggleworth, Miss E., 32, Langroyd Road, Colne, Lancs.

WILKINSON, H. SPENSER, M.A., 99, Oakley Street, Chelsea, S.W.

WILLIAMS, A. Moray, B.A., Bedales School, Petersfield, Hants.

WILLIAMS, Basil, Savile Club, 107, Piccadilly, W.

WILLIAMS, Prof. T. Hudson, M.A., Plas Tirion, Bangor, N. Wales.

WILLIAMS, Rev. F. S., M.A., The College, Eastbourne.

WILLIAMS, Rev. G. H., M.A., Grammar School, Carlisle.

WILLIAMS, Rev. H. H., M.A., Hertford College, Oxford.

WILLIAMS, L. Stanley, M.A., The Ryleys, Alderley Edge, Cheshire.

WILLIAMS, Miss S. J., B.A., c/o National Bank of Australasia, Bishopsgate Street Within, E.C.

WILLIAMS, W. G., M.A., Friars' School, Bangor.

WILLIAMS, W. N., M.A., LL.B., Selwyn College, Cambridge.

WILLIAMSON, H., M.A., 46, Park Road, Pendleton, Manchester.

WILLIS, J. A., M.A., 6, Marloes Road, Kensington, W.

WILLIS, Miss M., M.A., Engracia, Malone Park, Belfast.

WILSON, The Rev. Canon F. M., The College, Worcester.

WILSON, Rev. H. A., M.A., Magdalen College, Oxford.

WILSON, Rev. J. Bowstead, Knightwick Rectory, Worcester.

WILSON, Prof. J. Cook, M.A., 12, Fyfield Road, Oxford.

WILSON, R., M.A., Grammar School, Leeds.

WILSON, T. I. Wood, B.A., The School, Repton.

WINBOLT, S. E., M.A., Christ's Hospital, West Horsham.

WINDSOR, F. D., M.A., The School House, Felsted, Essex.
WINTON, A. J. DB, M.A., Gore Court, Sittingbourne.
WISHART, Miss G., B.A., 1, Sandford Road, Bromley, Kent.
WISHART, Miss J. R., M.A., Dovedale, St. Luke's, Cheltenham.
WITTON, W. F., M.A., St. Olave's School, London, S.E.
WOOD, Mrs. A. K., Moorside, Glossop.
WOOD, H., 146, Oldham Road, Failsworth, Manchester.
WOOD, Miss M. H., 17, Oval Road, Regent's Park, N.W.
WOOD, Rev. R. Gifford, Grammar School, Kirkby-Ravensworth,
Richmond, Yorks.

WOODWARD, Prof. W. H., M.A., The University, Liverpool. WOOLEYCH, H. R., M.A.,

WORLEY, Miss M. L., M.A., High School for Girls, Oxford.

WORRALL, A. H., M.A., The Lodge, Louth, Lincolnshire.

WORRALL, Mrs. Janet, B.A., Crimsworth, Whalley Range, Manchester.

WORTERS, Miss E. B., 7, Brighton Terrace, Surbiton, Surrey. WOTHERSPOON, George, M.A., King's College School, Wimbledon. WRIGHT, Rov. H. C., M.A., Haileybury College, Hertford. WRIGHT, Prof. J., D.C.L., LL.D., Thackley, 119, Banbury Road, Oxford.

•WRIGHT, W. Aldis, M.A., LL.D., D.C.L., Trinity College, Cambridge.

Wroth, W., British Museum, W.C.

WYNNE-EDWARDS, Rev. J. R., M.A., Grammar School, Leeds. WYSE, W., M.A., Halford, Shipston-on-Stour.

Young, F. S., M.A., The College, Bishop's Stortford, Herta. Young, *Miss* M. S., Aske's School for Girls, Hatcham, S.E. Young, R. Fitzgibbon, M.A., The University, Leeds. Young, R. T., M.A., The College, Brighton. Yule, *Miss* A. F., F.S.A.S., Tarradale, Ross-shire.

ZIMMERN, A. E., B.A., New College, Oxford. ZIMMERN, Miss D. M., Oakhill Drive, Surbiton.

TOPOGRAPHICAL LIST OF MEMBERS

(This is an index intended for reference only. For full titles the alphabetical list should be consulted. Names marked * denote the Local Correspondent for the place or district.)

BUCKINGHAMSHIRE-

ENGLAND BEDFORDSHIRE Bedford . . . Belcher, Miss E. M. Davies, E. J. Llewellyn. King, J. E. Marsh, W. Robinson, F. P. G. Westaway, F. W. Edmonds, Miss U. M. Woburn Sands. Whibley, C. REPERHIRE-Abingdon . . Ashwin, Rev. R. F. Barker, E. J. P. Ross. Layng, Rev. T. Moore, Rev. W. Stone, Rev. E. D. Tatham, M. T. Tatham, M. T. Bradfield Coll. Gray, Rev. H. B. Irvine, A. L. Vince, J. H. Maidenhead. Oldershaw, L. B. F. Mortimer . Anderson, W. C. F. Nanobury . . Cobbe, Miss A. M. Sharwood-Smith, E. Pangbourns . . Devine, Alex. Radley College . Field, Rev. T. James, L. Eppstein, Rev. W. C. Harris, H. W. Roscoe, H. W. K. Reading .

Wellington Coll. Awdry, H.
Upcott, E. A.
Wokingham . . Mansfield, E. D.

. Alington, Rev. C. A. Austen-Leigh, E. C. Blakiston, C. H. Booker, R. P. L. Bowlby, Rev. H. T.

BUCKINGHAMSHIRE Eton Colloge

Eton College . Brinton, H. (continued) Broadbent, Brinton, H.
Broadbent, H.
Cattley, T. F.
Chitty, Rev. G. J.
Churchill, E. L.
Cornish, F. W.
Crace, J. F. Goodhart, A. M. Goodhart, A. M. Headlam, G. W. Hornby, Rev. J. J. Impey, E. Kindersley, R. S. Lubbook, S. G. Luxmoore, H. E. Lyttelton, Rev. and Hon. E. Macnaghten, H. Radcliffe, Rev. R. C. *Ramsay, A. B. Rawlins, F. H. Stone, E. W. Tatham, H. F. W. Vaughan, E. L. Wells, C. M. Whitworth, A Slough Stoke Poges .

-continued

CAMBRIDGESHIRE-

Cambridge : Caius College . Allbutt, Prof. Sir T. C. Lendrum, W. T. Reid, Prof. J. S.

Reid, Frot. J. S.
Ridgeway, Prof. W.
Roberts, Rev. E. S.
Christ's College. Campbell, S. G.
Hales, G. T.
Peile, J.
Rackham, H.
Skeat, Rev. Prof. W.W.

Cambridge—continued Cambridge—continued	CAMBRIDGENTIRE—continued Cambridge—continued
Clare College . Atkinson, Rev. E.	Trinity College. Butler, Very Rev
Fulford, Rev. H. W.	Montagu.
*Wardale, J. R.	Cornford, F. M.
Corpus Christi	Duff, J. D.
College Moule, C. W.	Frazer, J. G.
Streame, Rev. A. W.	Gaye, R. K.
Emmanuel Cell. Chawner, W.	•Harrison, E.
Giles, P.	Hicks, B. D.
Girton College . Jex-Blake, Miss K.	Image, J. M.
Jones, Miss E. E. C.	Jackson, Prof. H.
Jesus College . Abbott, E.	Jenkinson, F. J.
King's College . Browning, O.	Parry, Canon R.
Bury, Prof. J. B.	*Postgate, J. P.
Durnford, W.	Rennie, W.
Gaselee, S.	Stanton, Rev.
Headlam, W. G.	V. H. Stobart, J. C.
Nixon, J. E. Sheppard, J. T.	Verrall, A. W.
Tilley, A. A.	Wright, W. Aldis
Waldstein, Prof. C.	Trinity Hall . Angus, C. F.
*Wedd, N.	Cronin, Rev. H. (
Magdalons Coll. Benson, A. C.	,
Donaldson, Rev. S. A.	Cambridge Adam, Mrs. A. M
*Peskett, A. G.	Beck, Rev. Canon
Vernon Jones, V. S.	Bunsen, Mrs. de.
Newnham Coll. Conway, Miss A. E.	Burkitt, Prof. F.
Gardner, Miss A.	Bury, Rev. R. G.
*Harrison, Miss J. E.	Butler, Mrs. H. 1
Sharpley, Miss E. M.	Byrne, Miss A. D
Wedd, Mrs. N. Pembroke Coll. Bethune-Baker, Rev.	Flather, J. H. Gibson, Mrs.
J. F.	Giles, Prof. H. A
Hadley, W. S.	Gwatkin, Rev. T.
Lawson, J. C.	Hayes, B. J.
Mason, Rev. A. J.	Heathcote, W. E.
Wace, A. J. B.	Hutchinson, Mis
*Whibley, L.	M. L.
Peterhouse Barnes, Rev. Prof. W.	Jones, W. H. S.
E.	Kennedy, Miss J
Edwards, H. J.	Kennedy, Miss N
Ward, Dr. A. W.	Leighton, R. L.
Queens' College. Cook, A. B.	Lewis, Mrs. Macfarlane - Gı
Gray, Rev. J. H. Plaistowe, F. G.	W. A.
St. John's Coll. Glover, T. R.	Nolan, Monsigno
Graves, Rev. C. E.	Peckett, Miss S.
Gutch, C.	Powell, Miss H.
Mayor, Rev. Prof. J.	Rackham, Mrs.
E. B.	Ranson, Prof. 2.
Sandys, J. E.	Rouse, W. H. D. Steen, W. P.
Sikes, E. E.	Steen, W. P.
Stewart, Rev. H. F.	Taylor, J. H.
Selwyn College . Williams, W. N.	Thompson, E. S.
Sidney Sussem College *Edwards, G. M.	Verrall, Mrs. M. (Walker, W. W.
Sleeman, J. H.	Ely Blakeney, E. H.

RSHIRI	continued	DURHAM-continu	ved
	Chase, Rt. Rev. F. H.,		. Bramwell, W. H.
nued)	D.D., Bishop of Ely.	20,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	How, Rev. J. H.
,	Glazebrook, Rev.		Jevons, Principal F. B.
	Canon M. G.		Kynaston, Rev. Prof.
	Kirkpatrick, Bev. A.		MacKenzie, Rev. H.W.
	F.		Tombs, J. S. O.
	.		Walker, Rev. D.
			Walker, Mev. D.
Rdon	. Williams, L. Stanley.	Essux-	
am .	. Johnson, Miss L. A.		Courtauld, G., Junr.
ead .	. Baines, Miss K. M.		Bean, Rev. E.
	. Gray, Mrs.		Quennell, Canon W.
	Day, Miss K.	Chelmsford .	. Papillon, Rev. T. L.
• •	Hubback, Miss C. J. M.	Chiaspell Sahaa	Swallow, Rev. B. D.
ን ሕ .	. Jones, H. L.	Foisted	Clark, Rev. R. B.
	Moor, S. A.		Stephenson, Rev. F.
	. Fanner, Miss G.		Windsor, F. D.
	. Kay, T.	Leytonstons	Guthkeloh, A.
			Guy, Rev. B. C.
ייט .	. Tottenham, Miss E. L. . Thompson, Alderman	,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	. day, 2501. 25. O.
	Joseph.	GLOUCESTERSHIR	2
	0000p		. Brooks, Prof. F.
L-			Cowl, Prof. R. P.
o Treen	. Bubb, Rev. C. S.		Elliot, C. H. B.
	. Ward, W. W.		Muschamp, J. G. S.
	•		Norwood, C.
AND-			Pooler, Rev. C. K.
	. Williams, Rev. G. H.		Whyte, Miss J.
	. Lewis, Rev. F.	Cheitenham .	. Boyd, Miss H.
			*Burnside, Rev. W. F.
IRE-			Cade, F. J.
wth .	. Strong, Mrs. S. A.		Duckworth, P. R. G.
	. Flood, Miss M. L.		Ellam, E.
	. Watkins, Miss L. B.		Heming, Miss E. J.
•	. Cattley, Rev. A.		Latter, H.
	Edmonds, J. M.		Malaher, Miss F. E.
	Ford, Rev. L. G. B. J.	i	Mason, W. A. P.
	Wilson, T. I. W.	ł	Newman, W. L.
			Owen, A. 8.
	D 11 361 70 36	1	Pruen, G. G.
	. Purdie, Miss F. M.	İ	Purdie, Miss K.
ta .	. Colson, F. H.		(Ladies' College).
_	Thompson, J.		Risley, C. S.
%	. Evans, W. H.	1	Saunders, Miss M. B.
nata .	. David, Rev. W. H.		Skirving, E. S.
	. Veysey, W. B. . Howard, Rev. A. W.		Stevenson, W. E. Taylor, Miss M. B.
	. Howard, Nev. A. W.		Thornton, C.
		}	Towers, R. M.
ne .	. Bensly, Rev. W. J.		Waterfield, Rev. B.
	King, H. R.	1	Weech, W. N.
eth .	. Iremonger, Miss E.	l	Wishart, Miss J. R.
		Cirencester .	. Medd, J. C.
_		Clifton College	. David, Rev. A. A.
ton .	. Fuller, Miss B. B.		Mayor, H. B.
	Massingham, A.	Stroud	. Stanton, C. H.
	Smith, A. J.	Towkesbury .	. Drysdale, Miss M.
		•	

MAMPSHIRS— Anderer . Hammans, H. C. Aucbridge . Style, J. Basingstoke . Hayes-Belcher, Rev. T. Bournemouth . Johnson, Rev. G. H. Brochenhavet . Johnson, Rev. G. H. Brochenhavet . Johnson, Rev. A. By J. H. Bridge . McKay, H. G. Liphoch . Titherington, Rev. A. F. Potersfield . Badley, J. H. Williams, A. M. Portsmouth . Nicol, J. G. Southampton . Elby, C. S. Southampton . Elby, C. S. Southampton . Hewetson, J. White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. G. Trench, W. L. Whitehead, Miss T. G. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Case, Miss Ether. Joung, F. S. Bushey . James, Miss L. Bushey . James, Miss L. Bushey Heath . Gofe, Miss E. H. Hustrogobaria, H. Hustrogobaria, H. Hustrogobaria, G. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Ether. Joung, F. S. Bushey . James, Miss L. Bushey Heath . Gofe, Miss E. H. Hustrogobaria, M. Hustrogobaria, H. G. Bushey Heath . Gofe, Miss E. H. Hustrogobaria, H. G. Bushey Heath . Gofe, Miss E. H. Hustrogobaria, H. G. Mischell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Winderstor, Story, A. Hitchia . King, J. Lindaell, Miss A. Nowers, G. P. Recense. Trollope, A. H. Reveronage . Bertram, J. Tring . Beaaley, T. R. Were . Burtam, J. Austin, Alfred. Beasley, T. R. Were . Burtam, J. Austin, Alfred. Beasley, T. R. Were . Burtam, J. Austin, Alfred. Beasley, T. R. Were . Burtam, J. Austin, Allred. Ware . Burtam, J. Austin, Allred. Ware . Burtam, J. Austin, Allred. Ware . Burtam, J. Austin, Alfred. Beckenkam . Berridge, Miss E. Blackheath . Gene, W. H. Gammachatter . Blore, A. H. Hubatingdon. Carliele, A. D. KENTT- Alford . Austin, Allred. Ware . Burtam, J. Austin, Allred. Beachey, J. Burtam, Miss L. Bookheath . Bearley, J. Canterbury . Beasley, T. R. Ware . Burtam, J. Austin, Allred. Beackenkam . Berridge, Miss E. Blackheath . Gene, W. H. Godmanchatter . Sloman, Rev. A. H. Hubatingdon. Carliele, A.		
Accorridge Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Basingstoks Gurney, Miss Sybella Brookenharst Gurney, Miss Sybella Bayans, C. Itie of Wight, Ryde Liphook Rokay, H. G. Liphook Titherington, Rev. A. F. Petersfield Badley, J. H. Williams, A. M. Portsmouth Nicol, J. C. Stoele, Miss A. E. Bouthasspton Bouthees Blaby, C. S. Bouthees Blaby, C. Martin, Miss S. Bouthees Blaby, C. S. Bouthees Blaby, C. S. Bouthees Blaby		HERTFORDSHIRE—continued
Basingstoke . Hayes-Belcher, Rev. T. Bournemouth Johnson, Rev. G. H. Brocheshwert . Garney, Miss Sybella. Hayling Island Bryans, C. Isle of Wight. Ryde . McKay, H. G. Liphoek . Titherington, Rev. A. F. Poteryfield . Badley, J. H. Williams, A. M. Portsmouth . Nicol, J. C. S. Southasspton . Ellaby, C. S. Southasspton . Ellaby, C. S. Southasspton . Ellaby, C. S. Southasspton . Ellaby, C. S. Southasspton . Ellaby, C. S. Southasspton . Ellaby, C. S. Bramston, Rev. A. H. Burge, Rev. H. M. Crawford, E. R. *Gruickshank, Rev. A. H. Halbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. Trench, W. L. Whitehead, Miss T. G. Trench, W. L. Whitehead, Miss T. G. Thereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. O. Greene, C. H. Herrford . Case, Miss Esther. Young, F. S. Bushey . James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Chl. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C		
Bowresmenth Johnson, Rev. G. H. Brockenhurst Gurney, Miss Sybella. Hayling Island Bryans, C. Isle of Wight. Ryde McKay, H. G. Liphock Titherington, Rev. A. Potteryfield Badley, J. H. Williams, A. M. Portsmouth Nicol, J. G. Stoele, Miss A. E. Southaspton Ellaby, C. S. Southases Hewetson, J. White, Miss E. L. Winchester Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Bendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIEB— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIEB— Barnet Lee, Rev. J. B. Berkhamsted Evans, Lady. Footnee, Harry. Fry, Rev. T. G. Greene, C. H. Hopkins, T. H. C. Bishops Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.		
Brockenhwest . Gurney, Miss Sybella. Hayling Islend Bryans, C. Isle of Wight, Ryde . McKay, H. G. Liphoek . Titherington, Rev. A. F. Petersfield . Badley, J. H. Williams, A. M. Portemouth . Nicol, J. C. Scouthampton . Ellaby, C. S. Southampton . Ellaby, C. S. Bushey Eartern, J. Whitehead, M. S. Bushey . James, Miss T. G. Bishops - Stort- Jord . Case, Miss Esther. Young, F. S. Bushey . James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fanning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. School . McKay, H. G. Ward. Canon R. Warting Donain, Rev. Ed. Warford . Whithaw, Miss I HUNTINGDONBHIEB— Godmanohostor . Sloman, Rev. A. HUNTINGDONBHIEB— Bockenham . Berridge, Miss E. Blackheath . See London. Beckenham . Berridge, Miss E. Blackheath . See London. Bowen, H. C. Chamberlieb . Canterbury Bowen, H. C. Chamberlieb . Chamberlieb . Canterbury Bowen, H. C. Chamberlieb . Winton, Rev. A. Blackheath . See London. Beckenham . Berridge, Miss E. Blackheath . See London. Beckenham . Berridge, Miss E. Blackheath . See London. Bowen, H. C. Chamberlieb . Chiebenham . Berridge, Miss E. Busheheath . See London. Bowen, H. C. Chamberlieb . Chiebenham . Berridge, Miss E. Busheheath . See London. Bowen, H. C. Chamberlieb . Chiebenham . Berridge. Bordon, Austin, Alfred. Beckenham . Berridge. Barker . A. H. HEREFORDAHIEB— Cantering . Canterbury . Compton . Case, Miss E. Bushey . J. E. Ch		
Hayling Island Bryans, C. Isle of Wight, Ryde . McKay, H. G. Liphoek . Titherington, Rev. A. F. Peterefield . Badley, J. H. Williams, A. M. Portsmouth . Nicol, J. C. Steele, Miss A. E. Southampton . Ellaby, C. S. Beuthese . Hewetson, J. White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Craickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Case, Miss Esther. Young, F. S. Bushey . James, Miss L. Bushey Heath . Goffe, Miss E. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.	Bournemouth . Johnson, Rev. G. H.	
Ryde . McKay, H. G. Liphoek . Titherington, Rev. A. F. Petersfeld . Badley, J. H. Williams, A. M. Portsmouth . Nicol, J. C. Steele, Miss A. E. Southampton . Ellaby, C. S. Southese . Hewetson, J. White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Craickshank, Rev. A. H. Helbert, L. Kirby, W. B. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Chapman, P. M. Crawford, E. R. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey . James, Miss E. H. Haileybury Coll. Coleridge, R. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.	Brockenhurst . Gurney, Miss Sybella.	
Ryde . McKay, H. G. Liphoek . Titherington, Rev. A. F. Petersfeld . Badley, J. H. Williams, A. M. Portsmouth . Nicol, J. C. Steele, Miss A. E. Southampton . Ellaby, C. S. Southese . Hewetson, J. White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Craickshank, Rev. A. H. Helbert, L. Kirby, W. B. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford . Chapman, P. M. Crawford, E. R. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey . James, Miss E. H. Haileybury Coll. Coleridge, R. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.	Hayling Island Bryans, U.	Stevenage Bertram, J.
Titherington, Rev. A. F.	Isls of Wight,	Tring Densiey, T. K.
F. Potorsfield Badley, J. H. Williams, A. M. Portsmouth Nicol, J. C. Steele, Miss A. E. Southampton Ellaby, C. S. Southese Hewetson, J. White, Miss E. L. Winohester Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet Lee, Rev. J. B. Borkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey J. James, Miss L. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Whishaw, Miss I. HUNTINGDONBHIRE— Oodmanchester Sloman, Rev. A. Hunttingdon Carlisle, A. D. KENT— Ashford Austin, Alfred. Beckesham Berridge, Miss E. Huntingdon Carlisle, A. D. KENT— Ashford Austin, Alfred. Beckesham Berridge, Miss E. Blackestham Berridge, Miss E. Blackestham Berridge, Miss E. Blackestham Berridge, Miss E. Blackestham Berridge, Miss E. Blackesham Berridge, Miss L. Blackestham Berridge, Miss E. Blackesham Berridge, Miss L. Blackestham Berridge, Miss E. Blackesham Berridge, Mis		
Poterefield Badley, J. H. Williams, A. M. Nicol, J. C. Steele, Miss A. E. Southampton Ellaby, C. S. Swithes Hewetson, J. White, Miss E. L. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford Lee, Bev. J. B. Borkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. HURTINGDONSHIRE— Godmanchaster Sloman, Rev. A. Huntingdon. Carlisle, A. D. Kent. Astford Austin, Alfred Beckenkam Berridge, Miss E. Blackenkam Berridge, Miss E. Blackenkam Berridge, Miss E. Blackenkam Berridge, Miss E. Canterbury Beckenkam Berridge, Miss E. Carlisle, A. D. Kent. Astford Austin, Alfred Beckenkam Berridge, Miss E. Canterbury Beckenkam Berridge, Miss E. Ca		
Williams, A. M. Portsmouth Nicol, J. C. Steele, Miss A. E. Southampton Ellaby, C. S. Southsee . Hewetson, J. White, Miss E. L. Winohester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. "Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Bendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIEE— Hereford . Chapman, P. M. Bagg, Rev. W. H. M. Sharpley, H. HEREFORDSHIEE— Barnet . Lee, Rev. J. B. Berkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey . James, Miss L. Bushey Heath Goffe, Miss E. Bushey . James, Miss L. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mittohell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.		William, Mills
Portsmouth . Nicol, J. C. Steele, Miss A. E. Southampton . Ellaby, C. S. Southess . Hewetson, J. White, Miss E. L. Winohester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Ornickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet . Lee, Rev. J. B. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Buskey . James, Miss L. Buskey Heath . Goffe, Miss E. H. Buskey Heath . Goffe, Miss E. P. Fenning, Rev. W. D. Kennedy. Miss A. Shuthed . Austin, Alfred Beckenham . Berridge, Miss E. Tamner, Miss E. Blachkeath . Ser London. Browley . Barker, Canon P. **Crosby, Miss E. I. Heppel, Miss Ma. Loly, G. Wishart, Miss M. Loly, G. Wishart, Miss M. Loly, G. Wishart, Miss G. Canterbury . Compton, Rev. R. **Mozon, Rev. R. **Myers, Ernest. Dover . Compton, Rev. W. Estry . Northbourne, Lor Elikham . Gewathin, Miss E. Ruble, Rev. A. E. **Folkestone . Edginton, C. Jelf, C. R. **Protecomy . Pearce, J. W. E. **Gracsend . Conder, Miss E. I. **Myers, Ernest. Dover . Compton, Rev. R. **Myers, Ernest. Dover . Compton, Rev. W. **Milford, Rev. L. S. **Miss E. L. **Mozon, Rev. R. **Myers, Ernest. Dover . Compton, Rev. R. **Myers, Ernest. Dover . Compton, Rev. W. **Rating M. **Galinham, Rev. A. **Huntingdom . Austin, Alfred **Beckenham . Berridge, Miss E. **Secondar . Canon P. **Crosby, Miss E. **Canon P. **Crosby, Miss E. **Canon P. **Crosby, Miss E. **Marker, Canon P. **Crosby, Miss E. **Canon P. **Crosby, Miss E. **Canterbury . Ske London, M. **Galinham, Rev. A. **Huntingdom . Carling . Austin, Alfred **Beckenham . Berridge, Miss E. **Canterbury . Ske London, M. **Loly, G. **Wishart, Miss E. **Doven. Compton, Rev. E. **Mozon, Rev. E. **Mexiting dechenkam . Sericham. **Gracsend . Compton,		Huntingdonshire
Steele, Miss A. E. Southasspton . Ellaby, C. S. Southase . Hewetzon, J. White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. Crawford, E. R. Craicksbank, Rev. A. H. Helbert, L. Kirby, W. B. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HEETFOEDSHIRE— Barnet . Lee, Rev. J. B. Berkkamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Eether. Young, F. S. Buskey . James, Miss L. Buskey . James, Miss L. Buskey Heath & Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C.		
Renthere Renthere		Huntingdon Carlisle, A. D.
### Austin, Alfred Beckenham Berridge, Miss E. L. ### Winchester . Bramston, Rev. J. T. ### Blore, J. L. ### Burge, Rev. H. M. Crawford, E. R. **Craickshank, Rev. A. ### Helbert, L. Kirby, W. R. Bendall, M. J. Smith, N. O. Trench, W. L. Whitehead, Miss T. G. ### HEREFORDSHIES— ### Hereford . Chapman, P. M. Bagg, Rev. W. H. M. Sharpley, H. ### Barnet . Lee, Rev. J. B. ### Berridge, Miss E. Tanner, Miss L. ### Blockenham . Berridge, Miss L. ### Blockenham . Berridge, Miss L. ### Blockenham . Berridge, Miss L. ### Blockenham . Barker, Canon P. **Croupe, Miss L. ### Blockenham . Berridge, Miss E. ### Blockenham		KENT_
White, Miss E. L. Winchester . Bramston, Rev. J. T. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet . Lee, Rev. J. B. Borkhamsted . Evans, Lady. Footner, Harry. Ffy, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey . James, Miss E. H. Haileybury Coll. Coleridge, R. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Blockenkam . Berridge, Miss E. Tanner, Miss L. Blachkesth . See LONDON. Browley . Barker, Canon P. *Crosby, Miss Ma Heppel, Miss Ma Hogarth, Miss Ma Loly, G. Canterbury . Bowen, H. C. Chamberlain, H. Galpin, Rev. R. *Mozon, Rev. R. *Mozon, Rev. W. Esstry . Northbourne, Lon Eltham . Gwatkin, Miss E. Folkestone . Edginton, C. Jelf, C. R. Footscray . Pearce, J. W. E. Gravesend . Conder, Miss E. & Margate . Healop, W. Rochester . Genner, Miss E. & Margate . Healop, W. Rochester . Genner, Miss E. & Margate . Helelop, W. Rochester . Genner, Miss E. & Margate . Helelop, W. Rochester . Genner, Miss E. & Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C.		1
Winchester . Bramston, Rev. J. T. Blore, J. L. Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Cruiokshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HEREFORDSHIRE— Barnet . Lee, Rev. J. B. Berkkamsted . Evans, Lady. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Rether. Young, F. S. Buskey . James, Miss L. Buskey Heath . Goffe, Miss E. H. Halleybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Blackhesth . Belochnesh . See London. Blackhesth . Belochnesh . Barker, Cancer P. **Crosby, Miss A. I Heppel, Miss M. Loly, G. Wishart, Miss M. Loly, G. Canterbury . Barker, Cancer P. **Crosby, Miss M. Loly, G. Wishart, Miss M. Loly, G. Canterbury . Barker, Cancer P. **Moronly, Miss M. Loly, G. Wishart, Miss M. Loly, G. Wishart, Miss M. Loly, G. **Wishart, Miss C. Canterbury . Barker, Cancer . Crompton, P. **Moxon, Rev. A. J. **Moxon, Rev. A. **Moxon, Rev. W. **Moxon, Rev. A. **Moxon, Rev. A. **Moxon, Rev		
Blore, J. L. Burge, Rev. H. M. Crawford, E. R. *Cruickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HEREFORDSHIRE— Barnet Lee, Rev. J. B. Berkhamsted. Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath. Goffe, Miss E. H. Haileybury Coll. Coleridge, R. P. Benning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Bishops - Stoke, Miss E. St. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Blackhesth. Browley. Barker, Canon P. Corceby, Miss Ma Hogarth, Miss Ma Phoughton, Rev A. Moxon, Rev R. Sestry Moxon, Rev R. Sestry Moxon, Rev R. Sestry Moxon, Rev A. E. Folkestone Gwatkin, Miss E. Moyer, Ernest. Dover, Compton, Rev, M. Moscon, Rev A. E. Folkestone Moxon, Rev A.		
Burge, Rev. H. M. Crawford, E. R. *Croickshank, Rev. A. H. Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Horeford . Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet . Lee, Rev. J. B. Berkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford . Case, Miss Esther. Young, F. S. Bushey . James, Miss L. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Bishops - Rev. M. Waters, G. T. Wright, Rev. H. C. Barker, Canon P. *Crosby, Miss Ma Hoppel, Miss Ma Hopsarth, Miss M. Loly, G. Wishart, Miss M. Canterbury . Barker, Canon P. *Crosby, Miss M. Hoppel, Miss M. Hoppel, Miss M. Hopsarth, Miss M. Loly, G. Wishart, Miss G. Canterbury . Moxon, Rev. R. *Moxon, Rev. W. Myers, Brnest. Dover . Compton, Rev. W. Battle, Canterbury . Moxon, Rev. R. *Moxon, Rev. W. Myers, Brnest. Dover . Compton, Rev. W. Bastry . Moxon, Rev. W. Myers, Brnest. Dover . Condender . Myers, Brnest. Dover . Conference . Myers, Brnest. Dover . Conference . Myers, Brnest. Dover . Conference . Myers, Brnest. Dover . Conference . Myers, Brnest. Myers, Brnest. Povers, Pearce, J. W. Waters, Mr. Waters, G. T. Wishart, Miss G. Canterbury . Miss E. Houghton, Rev. W. Waters, G. T. Wootney . Wishard, Miss M. Loly, G. Wishard, Miss E. Houghton, Rev. A. Houghton, Rev. W. Miss E. Bushoy . Pearce, J. Hoboon, Rev. W. Myers, Brnest. Dover . Conference . Myers, Brnest. Povers, Pearce, A. **Moxon, Rev. A. Bushoy . Myers, Brnest. Mover, W. M		
Crawford, E. R. *Croickshank, Rev. A. H. Helbert, L. Kirby, W. B. Bendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIEE— Horeford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIEE— Barnet Lee, Rev. J. B. Berkhamsted. Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath. Haileybury Coll. Case, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wishart, Miss M. Loly, G. Wishart, Miss G. Bouse, M. C. Allout, L. Heppel. Louden, M. Waters, Miss L. Bover, A. I. Heppel. Moughton, M. Loly, G. Wishart, Miss M. Loly, G. Wishart, Miss M. Loly, G. Wishart, Miss C. Mover, Les, Mover, Miss		
*Craickshank, Rev. A. H. Halbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. *Mozon, Rev. A. J. Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. **Hereford betain a finite form of the finite		
Helbert, L. Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HERRFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet Lee, Rev. J. B. Borkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Hogarth, Miss M. Loly, G. Wishart, Miss G. Canterbury . Bowen, H. C. Chamberlain, H. Galpin, Rev. A. J. Houghton, Rev. R. S. Moxon, Rev. R. S. Moxon, Rev. R. S. Chizlekwest . Myers, Ernest. Dover Compton, Rev. W. Rastry . Northbourne, Lon Eltham Gwatkin, Miss E. Ruble, Rev. A. E. Flokestone Edginton, C. Jelf, C. R. Flotecresy . Pearce, J. W. E. Gracesond Conder, Miss E. I. Lee		Heppel, Miss Ma
Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet Lee, Rev. J. B. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Cell. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Wishart, Miss G. Canterbury . Bowen, H. C. Chamberlain, H. C. Chamberlain, H. Galpin, Rev. A. J Houghton, Rev. R. Mozon, Rev. R. Myers, Emest. Dover Compton, Rev. W Eastry . Northbourne, Lon Eltham . Gwatkin, Miss E. Folkestone . Edginton, C. Jelf, C. R. Footnersy . Pearce, J. W. E. Gravesend . Conder, Miss E. I Maidstone . Waters, Miss E. I Maidstone . Waters, Miss E. I Mochester . Genner, Miss G. I Shown, H. C. Chamberlain, H. Galpin, Rev. A. J Houghton, Rev. A. Myers, Emest. Dover Compton, Rev. W Eastry . Northbourne, Lon Eltham . Gwatkin, Miss E. Folkestone . Edginton, C. Jelf, C. R. Footnersy . Pearce, J. W. E. Maidstone . Waters, Miss E. I Margate Healop, W. Rocketer . Genner, Miss E. I Sevenoaks . Alliott, A. J. Church, Rev. A. J Ritche, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M.	H.	Hogarth, Miss M.
Kirby, W. R. Rendall, M. J. Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet Lee, Rev. J. B. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Cell. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Wishart, Miss G. Canterbury . Bowen, H. C. Chamberlain, H. C. Chamberlain, H. Galpin, Rev. A. J Houghton, Rev. R. Mozon, Rev. R. Myers, Emest. Dover Compton, Rev. W Eastry . Northbourne, Lon Eltham . Gwatkin, Miss E. Folkestone . Edginton, C. Jelf, C. R. Footnersy . Pearce, J. W. E. Gravesend . Conder, Miss E. I Maidstone . Waters, Miss E. I Maidstone . Waters, Miss E. I Mochester . Genner, Miss G. I Shown, H. C. Chamberlain, H. Galpin, Rev. A. J Houghton, Rev. A. Myers, Emest. Dover Compton, Rev. W Eastry . Northbourne, Lon Eltham . Gwatkin, Miss E. Folkestone . Edginton, C. Jelf, C. R. Footnersy . Pearce, J. W. E. Maidstone . Waters, Miss E. I Margate Healop, W. Rocketer . Genner, Miss E. I Sevenoaks . Alliott, A. J. Church, Rev. A. J Ritche, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M.		Loly, G.
Smith, N. C. Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HEBTFORDSHIRE— Barnet Lee, Rev. J. B. Berkhamsted Evans, Lady. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Chamberlain, H. Galpin, Rev. A. J. Galpin, Rev. A. Shoxon, Rev. R. Myers, Ernest. Dover Compton, Rev. W. Estry . Northbourne, Lor Eltham Gwatkin, Miss E. Rubie, Rev. A. E. Folkestone . Edginton, C. Jelf, C. R. Gravesond . Conder, Miss E. I. Lee	Kirby, W. R.	
Trench, W. L. Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. HERTFORDSHIRE— Barnet Lee, Rev. J. B. Berkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath Goffe, Miss E, H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Galpin, Rev. A. J. Houghton, Rev. R. Chislehurst . Myers, Ernest. Dover Compton, Rev. W. Eastry . Northbourne, Lon Gwatkin, Miss E. Ruble, Cev. A. E. Folkestone . Edginton, C. Jelf, C. R. Foteorsy . Pearce, J. W. E. Gravesend . Conder, Miss E. I. Maidstone . Waters, Miss E. I. Hobson, Rev. T. I. Hobson, Rev. T. I. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup . Revonds . Winton, A. J. de. Stitingbowene . Winton, A. J. de. Stitingbowene . Winton, A. J. de. Stiting-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M. Stokoe, H. R.		
Whitehead, Miss T. G. HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Barnet Lee, Rev. J. B. Berkhamsted . Evans, Lady. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Houghton, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. R. Mondon, Rev. E. Mondon, Mondon, C. Lee Hooper, Miss E. I. Mondon, Rev. E. Mondon, Rev. E. Mondon, Rev. E. Mondon, Mondon, Rev. W. Mondon, Rev. W. Maidon, Rev. A. Mondon, Rev. A. Mondon, Rev. E. Mondon, Mondon, Rev. R. Mondon, Rev.		
*Mozon, Rev. R. S. *Mozon, Rev. W. **Eastry *Northbourne, Longelland **Eltham **Chislehurtt **Eastry **Northbourne, Longelland **Eltham **Condent Miss E. *Folkestons **Folkestons **Gravesend **Condent, Miss E. **Folkestons **Folkestons **Gravesend **Condent, Miss E. **Folkestons **Folkestons **Gravesend **Condent, Miss E. **Mozon, Rev. W. **Eastry **Northbourne, Longelland **Eltham **Condent, Miss E. **Folkestons **Gravesend **Condent, Miss E. **Mozon, Rev. W. **Eastry **Northbourne, Longelland **Eltham **Condent, Miss E. **Folkestons **Gravesend **Condent, Miss E. **Mozon, Rev. W. **Eastry **Northbourne, Longelland **Condent, Miss E. **Mozon, Rev. W. **Eastry **Northbourne, Longelland **Condent, Miss E. **Mozon, Rev. W. **Battry **Northbourne, Longelland **Condent, Miss E. **Folkestons **Gravesend **Condent, Miss E. **Mozon, Rev. W. **Subject, C. R. **Folkestons **Folkestons **Gravesend **Condent, Miss E. **Mozon, Rev. W. **Subject, A. **Subject,		
HEREFORDSHIRE— Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford Chapman, P. M. Ragg, Rev. W. H. M. Sharpley, H. Hereford Lee, Rev. J. B. Barnet Lee, Rev. J. B. Berkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Chislekurst . Myers, Ernest. Dover Compton, Rev. W. Edginton, C. Jelf, C. R. Hooper, Miss E. I. Hooper, Miss E. I. Hooper, Miss E. I. Hooper, Miss E. I. Hobson, Rev. T. I. Newcomb, Miss E. Sevenoake . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S. Sttingbowene . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.	Whitehead, Miss T. G.	
Hereford Chapman, P. M. Ragg, Rev. W. H. M. Rastry Northbourne, Lon Rastry Northbourne, Lon Rattry Northbourne, Con Red, C. H. Roberson Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, Lon Rattry Northbourne, L		
Ragg, Rev. W. H. M. Sharpley, H. Bharpley, H. Barnet . Lee, Rev. J. B. Berkhamsted . Evans, Lady. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Barnet . Lee, Rev. J. B. Folkestone . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Folkestors . Edginton, C. Jelf, C. R. Follectors . Edginton, C. Jelf, C. R. Maidstone . Waters, Miss E. I Maidstone . Waters, Miss E. I Ghey, Miss F. L. Hobson, Rev. T. F Sweenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup . Hopper, Miss E. Stitingbowrne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M. Stokoe, H. R.		1
Sharpley, H. Bharpley, H. Berkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stortford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey	Hereford Chapman, F. m.	
Hertfordshire— Barnet . Lee, Rev. J. B. Borkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Rubie, Rev. A. E. Folkestone . Edginton, C. Jelf, C. R. Edginton, C. Jelf, C. R. Edginton, C. Jelf, C. R. Hooper, Miss E. I Maidstone . Waters, Miss E. I Maidstone . Waters, Miss E. I Margate . Heolop, W. Rochester . Genner, Miss G. I Ghey, Miss F. L. Hobson, Rev. T. I Newcomb, Miss E. Sevenoake . Alliott, A. J. Church, Rev. A. J. Sidoup . Hooper, Miss E. S Sttingbowene . Winton, A. J. de. Switon-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.		
HERTFORDSHIRE— Barnet Lee, Rev. J. B. Borkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Folkestone . Edginton, C. Jelf, C. R. Fotesorsy . Pearce, J. W. E. Gravesend . Conder, Miss E. I Maidstone . Waters, Miss E. I Maidstone . Waters, Miss E. I Maidstone . Genner, Miss E. I Ghey, Miss F. L. Hobson, Rev. T. I Revenoaks . Alliott, A. J. Church, Rev. A. J Ritchie, F. Tait, Rev. G. A. Sidoup Rooper, Miss E. S Sttingbowene . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.	Snarpiey, II.	
Barnet Lee, Rev. J. B. Borkhamsted . Evans, Lady. Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, R. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Jelf, C. R. Footners, H. S. Gravesend . Conder, Miss E. I. Maidstone . Waters, Miss E. I. Maidstone Hooper, Miss E. I. Church, Rev. A. J. Ritchie, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S. Sittingbourne . Winton, A. J. de. Sittingbourne	Uwbesonauine	
Borkhamsted Evans, Lady. Footner, Harry. Fry, Rev. T. O. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Cell. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Footner, Harry. Gravesend . Conder, Miss E. I. Maidstone . Waters, Miss E. I. Margate Healop, W. Rochester . Genner, Miss G. I. Ghey, Miss F. L. Hobson, Rev. T. F. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S. Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.		
Footner, Harry. Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Gravesend Conder, Miss E. I. Hooper, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss G. I. Ghey, Miss F. L. Hobson, Rev. T. I. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Sidoup Hooper, Miss E. S. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Interest Hooper, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss E. I. Margate Heoper, Miss E. I. Margate Hooper, Miss E. I. Margate Heoper, Miss E. I. Margate Heolop, W. Rochester . Genner, Miss E. I. Margate Heolop, W. Rochester . Genner, Miss E. I. Margate Heolop, W. Rochester . Genner, Miss E. A. Hobson, Rev. T. I. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss E. I. Margate Heelop, W. Rochester . Genner, Miss E. I. Hobson, Rev. T. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Hobson, Rev. T. Newcomb, Miss E. Rochester Genner, Miss E. I. Hobson, Rev. T. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup		
Fry, Rev. T. C. Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Lee Hooper, Miss E. I. Maidstone . Waters, Miss E. I. Ghey, Miss F. L. Hobson, Rev. T. F. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Riddup Hooper, Miss E. I. Maidstone . Waters, Miss E. I. Maidstone . Waters, Miss E. I. Ghey, Miss F. L. Hobson, Rev. T. F. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Maidstone . Waters, Miss E. I. Moohester . Genner, Miss G. I. Cher Hooper, Miss E. I. Maidstone . Waters, Miss E. I. Maidstone . Waters, Miss E. I. Margate Heslop, W. Rookester . Genner, Miss E. I. Maidstone . Waters, Miss E. I. Margate Heslop, W. Rookester . Genner, Miss E. I. Ghey, Miss F. L. Hobson, Rev. T. F. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Maidstone . Waters, Miss E. I. Margate Heslop, W. Rookester . Genner, Miss C. In House, I. I. Hobson, Rev. T. F. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Hobson, Rev. T. F. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Hobson, Rev. T. F. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. I. Hobson, Rev. T. F. Newcomb, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup		
Greene, C. H. Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushoy James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Cell. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Maidstone . Waters, Miss E. A Margate Healop, W. Rochestor . Genner, Miss G. I. Ghey, Miss F. L. Hobson, Rev. T. F. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Sidoup Hooper, Miss E. S Sittingbowrne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge Kidd, R. Gordon, W. M. Stokoe, H. R.		
Hopkins, T. H. C. Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss E. H. Haileybury Cell. Coleridge, R. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Margate Heslop, W. Rochester . Genner, Miss G. I. Ghey, Miss F. L. Newcomb, Miss E. Sevencaks . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S. Sittingbourns . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.		Maidstone Waters, Miss R. A
Bishops - Stort- ford Case, Miss Esther. Young, F. S. Bushey James, Miss L. Bushey Heath . Goffe, Miss K. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Rochester Genner, Miss G. I. Ghey, Miss F. L. Hobson, Rev. T. F. Newcomb, Miss R. Sevenoaks Alliott, A. J. Church, Rev. A. J. Bitchie, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S. Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge Kidd, B. Gordon, W. M. Stokoe, H. R.		Margate Heslop, W.
Young, F. S. Buskey James, Miss L. Buskey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Hobson, Rev. T. I. Newcomb, Miss E. Sevencaks Alliott, A. J. Church, Rev. A. J. Ritchie, F. Sidoup Hooper, Miss E. S. Sittingbourns . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge Kidd, B. Gordon, W. M. Stokoe, H. R.		
Young, F. S. Buskey James, Miss L. Buskey Heath . Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Hobson, Rev. T. I Newcomb, Miss E. Sevencaks . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Sidoup . Hooper, Miss E. S. Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.	ford Case, Miss Esther.	
Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Tait, Rev. G. A. Sidoup . Hooper, Miss E. S. Stitingbowns . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M. Stokoe, H. R.	Young, F. S.	Hobson, Rev. T. F
Bushey Heath Goffe, Miss E. H. Haileybury Coll. Coleridge, E. P. Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Sevenoaks . Alliott, A. J. Church, Rev. A. J. Ritchie, F. Tait, Rev. G. A. Sidoup . Hooper, Miss E. S. Stitingbowns . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge . Kidd, R. Gordon, W. M. Stokoe, H. R.	Bushoy James, Miss L.	
Fenning, Rev. W. D. Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Ritchie, F. Tait, Rev. G. A. Sidoup Hooper, Miss E. S Sittingbourne . Winton, A. J. de. Sutton-Valence . Bennett, G. L. Tonbridge Kidd, B. Gordon, W. M. Stokoe, H. R.	Bushey Heath . Goffe, Miss E. H.	
Kennedy, W. Milford, Rev. L. S. Mitchell, M. W. Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Kiddup		
Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Mitchellanders Winton, A. J. de. Sutton-Valence Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.		
Mitchell, M. W. Turner, J. A. Vanghan, M. Waters, G. T. Wright, Rev. H. C. Mitchellanders Winton, A. J. de. Sutton-Valence Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.	Kennedy, W.	
Turner, J. A. Vaughan, M. Waters, G. T. Wright, Rev. H. C. Sutton-Valence. Bennett, G. L. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.	Milford, Rev. L. S.	
Vaughan, M. Waters, G. T. Wright, Rev. H. C. Vaughan, M. Tonbridge . Kidd, B. Gordon, W. M. Stokoe, H. R.		
Waters, G. T. Gordon, W. M. Wright, Rev. H. C. Stokoe, H. R.		
Wright, Rev. H. C. Stokoe, H. R.		Andrewys David, D.
		Stokes W D
		Amerova, 1967. U. (

aantinued bridge Wells Barnard, P. M.
Bull, Rev. R. A.
Honnywill, M. J. LEHIREersey . . . Agar, T. L. ton-on-. Griffith, F. L. ync . . okburn . . See STONYHURST. chpool . . Sarson, Arnold. . Archer, F. Dymond, Miss O. Henn, Canon. Henn, Ho. Mrs. Kidd, E. S. Lipscomb, W. G. Richard, Miss K. A. Jackson, Miss S. E. leton . . Watson, Rev. H. . Sutcliffe, W. H. . Bevan, Miss F. E astor leborough rpool. Bosanquet, Prof. R. C Cradock-Watson, H. Dale, A. W. W. Ewart, Miss E. J. Fletcher, Frank. Harrison, Miss E. Hartley, E. MacNaughton, D. A. Mason, Miss D. Myres, Prof. J. L. *Strong, Prof. (University). Watts, A. H. Woodward, Prof. W.H. chester . . Ashton, Mrs. Ashworth, Miss H. A. Burstall, Miss S. A. Campbell, H. E. Carter, Rev. T. N. Clarke, Miss E. M. Conway, Prof. R. S. Conway, Mrs. Cran, Miss L. Crompton, Miss A. Crosier, W. P. Dakers, H. J. Dawkins, Prof. W. Boyd. Dawkins, Miss E. Boyd. Donner, E. Eckhard, G. Eckhard, Mrs.

LANCASHIRE--continued . Ermen, W. Manchestor . Fairbairns, Miss. Goodrich, W. J. Goodyear, C. (continued) Guppy, H. Hall, Joseph. Hall, Joseph.
Henry, Brother E.
Herford, Miss C.
Hewart, G.
Higgins, Rev. P.
Hogg, Prof. H. W.
Hopkinson, Alfred,
Hopkinson, J. H.
Huches, C. Hughes, C. Hulbert, H. L. P. Kelly, Canon J. D. Kelsey, C. E. Knott, O. Knox, Rt. Rev. E. (Bishop of Manchester). Lamb, Prof. H.
Lilley, Miss M.
Limebeer, Miss D.
Love, Miss J. MacInnes, J. Marett, Miss J. M. Massey, Mrs. Montague, C. E. Montague, Mrs. Moulton, Rev. J. H. Norwood, G. Paton, J. L. Peake, Prof. A. S. Roby, A. G. and Mrs. Sadler, Prof. M. E. Scott, Dr. John. Shaw, Miss J. B. Sidebotham, H. Simon, Mrs. H. Spencer, C. E. G. Sutton, E. Warburton, F. Warman, A. S. Waterlow, 8. Welldon, Rt. Bishop J. E. C. Rev. Williamson, H. Williamson, H.
Wood, H.
Woorall, Mrs. Janet.

Newton Heath . Horsfall, A.
Oldham . . Gregory, Miss A. M.
Rochdale . . Stenhouse, Miss S. E.
Rossall School . Furneaux, L. R.
Nicklin, Rev. T.
Taylor, G. M.
Tyler, C. H.

favorance continued	Towns washing
LANCASHIRE—continued	London—continued
Ressall School . Way, Rev. J. P.	James Alleyne's
Salford Campion, Rev. C. T.	School Coulter, Miss.
Casartelli, Rt. Rev. L.	Konmure Sch Hawkins, C. V.
C. (Bishop of Sal-	Kensington Park
ford).	High School Heppel, Miss R.
Hicks, Canon E. L.	King's College . Headlam, Bev. Dr
Stonyhurst Browne, Rev. J.	Legg, Rev. 8. C.
Davis, Rev. H.	*Walters, Prof.W.(
Donovan, Rev. J.	" Coll. Sch. Hales, J. F.
May, T.	Smith, Douglas.
Plater, Rev. C. D.	Wotherspoon, G.
Scoles, Rev. I. C.	Morohant
Wigan Eckersley, J. C.	Taylors' Sch Atkey, F. A. H.
•	Bamfylde, F. G.
Leicestershire-	*Morley, A. M.
Leicester Harper, G. P.	Nairn, Rev. J. A.
Rudd, G. E.	Stobart, J. C.
Russell, B. W. N.	Wells, G. H.
Sloane, Miss E. J.	Mill Hill Soh McClure, J. D.
Went, Rev. J.	N. London Col-
Lutterworth Darlington, W. S.	legiate Sch Armstead, Miss I
Oadby Billson, C. J.	Holding, Miss G.
	Notting Hill
LINCOLNSHIRE	High School . Gavin, Miss E.
Boston White, W.	Slater, Miss W. 1
Grantham Rev. W. T. Keeling.	Stoneman, Miss A
Horncastle Walter, Rev. J. Con-	Queen Elicabeth
way.	School Bennett, Miss M.
Lincoln Fox, F. W.	St. Mary's Coll. Wood, Miss M. H
Wickham, Dean.	St. Olave's Gr.
Louth Worrall, A. H.	School Rushbrooke, W.
Stamford Priestly, Miss E.	
Deality of B I I I Coolly, Miles 13.	Simpson, P.
London—	Witton, F. W.
Aske's School for	School Gray, Miss F.
Girls Young, Miss M. S.	Rogers, Miss M.
Bedford Coll, . Alford, Miss M.	St. Paul's Sch. Botting, C. G.
Morton, Miss A.	Cholmolog P F
Strudwick, Miss E.	Cholmeley, R. F. Coles, P. B.
Blackheath H.S. Gadesden, Miss F. M.	
Sanders, Miss A. F. E.	Gould, T. W.
	Hillard, Rev. A.
City of London School Chilton, Rev. A.	Holmes, Dr. T. B
	Loane, G. G.
Spilsbury, A. J. Clapham H. S Trenerry, Miss E. L.	Mathews, L. H. &
Charles Court Domeston I	*Pantin, W. E. P.
Colot Court Bewsher, J.	Pendlebury, C.
Giveen, R. L.	Phillips, J. L.
Colfe Gr. Soh Lucas, J. W.	Wilson, T. I. W.
Dulwich Coll Hose, H. F.	Sion College Milman, Rev. W.
Dulwich H. S Silcox, Miss L.	Southland's Coll. Smiley, Miss R.
Emanuel School Macassey, E. L.	Stationers' Sok Chettle, H.
Hampstead Linnell, Miss (Private	Streatham H. S. Powell, Miss H.
School).	University Coll. Gardner, Prof. E.
Marshall, Rev. and	Rapson, Prof. E.
Mrs. D. H. (The	Univ. Coll. Sch. Carpenter, R. S.
Hall).	Felkin, F. W.
Highgate Gr. S. Lamb, J. G.	Spenser, Dr. H.

LONDON-

London

-continued

stfield Coll. McDougal, Miss E.
Parker, Miss C. E.
Richardson, Miss A. W. Skeel, Miss C. stminstor ichool . . . Gow, Rev. J. Sargeaunt, J. Smedley, J. F. Tanner, R. mbloden High lokool . . Lewis, Miss M. E. Abrahams, Miss E. B. Anderson, Y. Armitage, F. P. Armstead, Miss H. idon . Asquith, Rt. Hon. H. H. Bailey, J. C. Baker-Penoyre, J. ff. Balcarres, Lord. Balfour, Gerald. Barker, Miss E. Ross. Barnett, P. A. Beeching, Canon H. Bell, E. Bell, Rev. Canon G. C. Bennett, Mrs. A. H. Benson, R. H. Blundell, Miss A. Bonser, Ri Sir J. W. Right Hon. Bradley, Prof. A. C. Bridge, Admiral Sir C. Brigstocke, W. O. Burne-Jones, Sir P. Burton, Miss A. L. Butcher, J. G. Butcher, S. H. Calthrop, Miss C. M. Campagnac, E. T. Campbell, Miss E. J. Chambers, E. J. Chapman, John. Charles, Miss D. M. Cohen, H. Cohen, Miss H. F. Collins, A. J. F. Collins, Rt. Hon. Sir B. H. Colvin, S. Colvin, S.
Cookson, Sir C. A.
Coaik, Sir H.
Crawley, J. A.
Curson, Rt. Hon. Lord.
Derriman, Miss M. K.
Dill, R. T. Colquhoun.
Droop, J. P.

. Duckworth, Canon R. Dunstall, Miss M. C. (continued) Ernst-Browning, Judge W. Esdaile, A. J. K. Eve, H. W. Farwell, Lord Justice. Finlay, Sir B. B. Furness, Miss S.M.M. Gaselee, Miss E. S. Gibson, G. Giles, L. Gilson, J. P. Grigg, E. W. M. Gurney, Miss A. Gurney, Miss M. Haigh, Mrs. P. B. Halsbury, Earl of. Harper, Miss B. Haydon, J. H. Haynes, E. S. P. Headlam, J. W. Heath, H. F. Hetherington, J. N. Hicks, Miss A. M. Higgs, Miss M. R. Hildesheimer, A. Hill, G. F. Hodd, Miss M. Hodgson, S. H. Hügel, Baron F. von. Hughes, Miss M. V. Hutton, Miss C. A. Hutton, Miss E. P. S. Johnson, C. Johnson, G. W. Kennedy, Hon. W. R. W. K.
Kensington, Miss F.
Ker, W. C. A.
Langridge, A.
Lattimer, R. B.
Leader, Miss E.
Leaf, Walter. Leathes, S. M. Lee, F. R. Lee, Sidney. Levy, Miss E. M. Liberty, Miss M. Linnell, Miss B. M. B. Loreburn, Rt. Hon. Lord. Lyall, Rt. Hon. Sir A. Mackail, Prof. J. W. Macmillan, G. A. MacNaghten, Rt. Hon.

Lord,

APPENDIX

LONDON--continued LONDON-continued . Stawell, Miss F Stoker, Miss H. Storr, F. London Loring, W. London Magnus, L. Marsh, E. A. J. Marshall, F. H. (continued) (continued) Strangeways, L Stuart, Miss J. Mason, Miss L. G. Stuttaford, O. Stuttaford, O. Sykes, J. C. G. Talbot, J. E. Taylor, Miss M. Terry, F. J. Thomas, F. W. Matthaei, Miss L. E. Matthews, Miss M. W. Mavrogordato, J. N. Mayor, R. J. G.
McMichael, Miss E.
Meiklejohn, R. S.
Mensies, Mr. G. K.
and Mrs. Thompson, Maunde. Merrick, Rev. G. P. Millington, Miss M. V. Thompson, F. 1 Thomson, Miss Trayes, F. E. A. Milner, Rt. Hon. Vis-Vaisey, H. R. Varley, R. S. count. Minturn, Miss E. T. Morison, L.

Morshead, E. D. A.

Muir-Mackenzie, Vincent, Willia Wainwright, L. Sir Walters, H. R. Warner, G. F. K. Mumm, A. L. Watson, A. R. Watson, Miss J. Murray, John. Newbolt, H. J. White-Thomson Nicholson, Miss M. Whittle, J. L. Wilkinson, H. Sp Nutt, A. Oakeley, Miss H. D. Ogilvy, Miss A. Paget, R. Paul, Miss A. S. Williams, Basil Williams, Miss ! Willis, J. A. Phillimore, Sir W. E. Pollard, A. T. Pollock, Sir F. Wroth, W. MIDDLEBEX-Ealing . . . Lee, Rev. Richar Edmonton . . Shearer, W. A. Harrow School . Du Pontet, C. A. Pooley, H. F. Poynter, A. M. Poynter, Sir E. J. Preedy, J. B. K. Harrow School . Du Pontet, U. A.
Hallam, G. H.
Hort, Sir A. F.
Hopkins, G. B. I.
Ichenham. . Raleigh, Miss K.
Ponter's End . Seebohm, H. E.
Potter's Bar . Lamb, J. G.
Tottenham . . Beggs, Miss J. V. Raleigh, Sir T. Rendall, V. Richards, Miss F. G. Richmond, B. L. Richmond, O. L. Richmond, Sir W. B. Ridding, Miss C. M. Rider, Miss B. C. MONMOUTHSHIRE—
Nowport . . . Vivian, Miss M. Robertson, Miss Hilda Robinson, Dean. Rogers, Miss M. D. Rocke, Miss M. D. NORFOLK-Dies . . Green, Rev. W. (Dies , . Downkam Rossiter, Miss G. M. Market . . Bagge, Miss L.] . Clarke, Rev. E. Rundall, G. W. Serson, Miss M. Holt Holt . . Norwick . . Jewson, Miss D. Schulze, D. G. Scott, Rev. C. A. Simmons, Miss N. J. Stanford, Sir C. V. NORTHAMPTONSHIRE

Oundle . . . Nightingale, A

Sanderson, F. W

OXFORDSHIRE-

Oxford—continued

oontinued

MORTHAMPTONSHIRE—continued

Westton . . Leverton, Rev. E. S.

Lincoln College, Fowler, W. Warde. Gardner, Prof. P. NORTHUMBERLAND Marchant, E. C. Merry, Rev. W. W. Magdalen Coll. Benecke, P. V. M. . Hodgkin, T. Beal . . . Nenocastle-on-. . . Mann, Rev. H. K. Richards, Miss S. E. S. Tyne Brightman, Rev. F. E. *Cookson, C. Cowley, A. Daynes, J. N. MOTTINGHAMSHIRE Nottingham . . Baker, E. P. Granger, Prof. F. S. Houston, Miss E. C. Fletcher, C. R. L. Fotheringham, J. K. Godley, A. D. Greene, H. W. Warren, T. H. Webb, C. C. J. Leman, H. M. Russell, J. Retford . . . Gough, Rev. T. Wilson, Rev. H. A OXFORDSHIRE-. Loveday, Miss A. Rudd, Rev. E. J. S. . Robertson, M. Mansfield Coll. Fairbairn, Rev. A. M. Morton College . Garrod, H. W. How, W. W. Miles, J. C. Banbury . . Charlbury Henley-on-Thames . Gwilliam, Rev. G. H. Brown, A. C. B. *Butler, H. E. Joseph, H. W. B. New College. Oxford: Balliol College. Bailey, Cyril. Lindsay, A.D. Palmer, Rev. E. J. Pickard-Cambridge, A. W. Matheson, P. E. Murray, G. G. A. Murray, G. G. A. Prickard, A. O. Spooner, Rev. W. A. Turner, Prof. H. H. Wilson, Prof. J. Cook. J. L. Brasenoze Coll. Bussell, Rev. F. W. Christ Church . Anderson. J. C. Strachan - Davidson, Zimmern, A. E. Anderson, J. G. C. Bell, G. K. A. Oriel College . Phelps, Rev. L. R. Richards, Rev. G. Shadwell, C. L. Allen, T. W. Blagden, Rev. C. M. Greene, W. A. Haverfield, Prof. F. J. Queen's College . *Clark, A. C. Grenfell, B. P. Owen, S. G. Stewart, Prof. J. A. Strong, The Very Rev. T. B. Hunt, A. S. Magrath, Rev. J. R. Walker, Rev. E. M. Warner, Rev. W. St. John's Coll. . Ball, S. Corley, F. E. "Hall, F. W. Powell, J. U. Snow, T. C. Somerville Coll. "Lorimer, Miss H. L. Corpus Christi Livingston, R. W. Shields, C. College . Sidgwick, A. Exeter College .*Blunt, Rev. A. W. F. Farnell, L. R. Penrose, Miss E. Henderson, B. W. Trinity College Ellis, Prof. R. Hertford Coll. *Burroughs, E. A. Williams, Rev. H. H Prichard, H. A University Coll. Farquharson, A. S. L. Macan, R. W. Genner, E. E. Hughes, Rev. W. H. Lock, Rev. W. Jesus College Wadham Cell. . Drewitt, J. A. Henderson, Rev. P. A. Keble College Lady Margaret Hall Wright.

. Argles, Miss E. M. Clay, Miss A. M. Wordsworth, Miss E. Richards, H. Webster, E. W. Wells, J.

Oxford—continued Worcester Coll. Gettams, H. T. Hadow, W. H. Lys, Rev. F. J. Oxford . Binney, E. H. Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elilott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jertam, C. S. Keastinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sling, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDEHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezeter . Sandford, Miss E. H. Miverton . Mills, Miss B. T. Wells . Jex. Blake, The Very Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDBHIRE— Colwich . Balfour, Graham. Domstone Coll. Calk, Rev. R. M. Noncoastie . Barwell, Miss D. L. Starteral Miss A. M. Goodatims . School . Bryant, Bev. E. Caldeout, W. Davies, Miss M. Stoke-on-Trent . Baltoc, Miss M. J. Rilley, Miss M. Stoke-on-Trent . Balto, Miss M. J. Rilley, Miss M. J. Rilley, Miss M. J. Rilley, Miss M. J. Rilley, Miss M. J. Rolley, M		45		andless of
Worcestor Coll. Germans, H. T. Hadow, W. H. Lya, Rev. F. J. Onford Binney, E. H. Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keastinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, G. H. Rhys, Miss M. S. Rogers, Miss A. M. A. Sohomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRB— Uppingham Selwyn, Rev. E. C. SHROPSHIRE— Shrewabury Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton Norton, D. E. Ezecter Sandford, Miss E. H. Milrerton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colucioh Balfour, Graham. Demetone Coll. Clark, Rev. R. M. Sione Llewellyn, Miss M. Smith, Miss Ing Stone Llewellyn, Miss M. Smith, Miss Ing Wolverhampton Ager, R. L. R. Clework Lawleylun, Miss M. Smith, Miss Ing Molverhampton Ager, R. L. R. Stone Llewellyn, Miss M. Smith, Miss Ing Stone Llewellyn, Miss M. Smith, Miss Ing Molverhampton Ager, R. L. R. Clework Lawleylun, Miss M. P. Stone Llewellyn, Miss M. Smith, Miss Ing Molverhampton Ager, R. L. R. Clework Lawleylun, Miss M. P. Stone Llewellyn, Miss M. Smith, Miss Ing Molverhampton Ager, R. L. R. Clework Limsell, Miss E. H. Fleiwetov Limsell, Miss E. H. Fleiwetov Linsell, Miss M. Smith, A. Schole. Stone Llewellyn, Miss M. Smith, Miss Ing Molverhampton Ager, R. L. R. Clework Lawleyn, M. Schole, Miss M. Stone Linsell, Miss M. Smith, Miss Ing Molverhampton Legury, Miss M. Stone Lawleyn, Miss M. Stone Linsell, Miss M. Stone Linsell, Miss				
Macow, W. H. Lys, Rev. F. J. Omford . Binney, E. H. Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. Sohomberg, Miss T. Soott, G. R. Sling, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHBOFSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezeter . Sandford, Miss E. H. Milereton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colucia . Balfour, Graham. Denstone Coll. Clark, Rev. R. M. Singston Hill . Mayor, Rev. J. B. Limpsfeld . Jackson, C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstaad . Brodes, Miss C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Schemertsade . Brownjohn, A. D. Standerstaad . Brodes, Miss C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Schemertsade . Brownjohn, A. D. Standerstaad . Brodes, Miss C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Schemertsade . Brownjohn, A. D. Standerstaad . Brodes, Miss C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Schemertsade . Limsell, Miss E. H. Blewoltyn, Miss Moclewerkampton Caldewort, W. Caldewort, B. Suppy, Miss M. Caldewort, W. Caldewort, B. Suppy, Miss M. Caldewort, W. Caldewort, B. Callewo				
Daylord . Binney, E. H. Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Pope, Mrs. Pope, G. H. Rhys, Miss M. F. Pope, Mrs. Pope, G. H. Roott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRB— Uppingham . Selwyn, Rev. E. C. RUTLANDSHIRB— Shrewabury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Marcin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezecter . Sandford, Miss E. H. Mileorton Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston super . Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Coluciah . Balfour, Graham. Denstone Colil. Clark, Rev. R. M. Riendel, Miss C. Sanderstaal Revel, H. Richards, F. Somethere . Riley, Miss M. Smith, Miss M. Ageer, R. L. S. Cleleott, W. Davies, R. SUFFOLK— Feliastence . Linsell, Miss E. Lesuistence . Linsell, Miss E. Lesuistence . Linsell, Miss E. Lesuistence . Linsell, Miss E. Flesistence . Linsell, Miss E. Lesuistence . Linsell, Miss E. Phillips, Rev. W. Coatleott, W. Davies, R. SUFFOLK— Foliastence . Linsell, Miss E. Lesuistence . Linsell, Miss E. Flesistence . Linsell, Miss E. Lesuistence . Linsell	Woroester Coll.			
Outford . Binney, E. H. Chavasse, A. S. Cooper, Mise A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Sohomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRS— Uppingham . Selwyn, Rev. E. C. Sheofshirs— Shrewabury . Moss, Rev. H. W. Pickering, T. E. Somersetshirs— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Ezeter . Sandford, Miss E. H. Mileorton . Mills, Miss B. T. Welts . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. Staffordbehirs— Colucia . Balfour, Graham. Denstone Colil. Clark, Rev. R. M. Sidens . Llewellyn, Miss C. Lewellyn, Miss Wolverhampton . Ager, R. L. 8. Caldecott, W. Davies, R. Suffolk— Feliastone . Linsell, Miss E. Igstolà . Elliston, W. R. Vatzon, A. R. Loucsteft . Filming, Miss E. Issuellyn, Miss E. Issuellyn, Miss E. Issuellyn, Miss E. Issuell, Miss E. Issuellyn, Miss E. Issuellyn, Miss E. Issuell, Miss E. Is			Stoke-on-Trent.	
Binney, E. H. Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harrey, Bev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keastinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. Worley, Miss M. L. Wright, Prof. J. Worley, Miss M. Elliston, W. R. Bryant, Rev. E. Crankows Watkins, Rev. F. Rendall, Rev. G. Charthaws School Watkins, Rev. E. Crankophury Moss, Rev. H. W. Pickering, T. E. Shrowsbury Moss, Rev. H. W. Pickering, T. E. Sowels, F. Mille, Miss E. H. Milterton Mills, Miss E. H. Milterton Battiscombe, E. M. Syson, Miss M. F. Staffordbahles—Colivich Balfour, Graham. Denstone Coll. Clark, Rev. R. M. Sanderstead Browsjohn, A. D. Sanderstead Browsjohn, A		Lys, Rev. F. J.	1	Kiley, M188 M. I
Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, B. T. Evana, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Bev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keastinge, M. W. Lewis, Miss B. Moor, Miss M. F. Pope, G. H. Rhys, Miss M. "Rogers, Miss A. M. A. Schomberg, Miss T. Boott, G. R. Bing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIEB— Uppingham . Selwyn, Rev. E. C. SHROPSHIEM— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Mileverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIEB— Colviola . Balfour, Graham. Denstone Coll. Clark, Rev. R. M.				
Chavasse, A. S. Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss M. F. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIBB— Uppingham . Selwyn, Rev. E. C. SHEOFSHIEE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIEE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Mileverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Baltiscombe, E. M. Syson, Miss M. F. STAFFORDSHIEB— Colviola . Balfour, Graham. Denstone Coll. Clark, Rev. R. M.	Omford	Binney, E. H.	Stone	Llewellyn, Miss
Cooper, Miss A. J. Cowell, W. H. A. Dyer, L. Elliott, R. T. Evrans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jetram, C. S. Keatinge, M. W. Lewis, Miss B. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Schomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRB— Uppingham Selwyn, Rev. E. C. SHEOPSHIRE— Shrewabury Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton Norton, D. E. Exeter Sandford, Miss E. H. Milevoton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colviola Balfour, Graham. Denstone Coll. Clark, Rev. R. M.			Wolverhampton	Ager, R. L. 8.
Cowell, W. H. A. Dyer, L. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss R. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sling, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIEB— Uppingham . Selwyn, Rev. E. C. SHEOFSHIEE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMEBSETSHIEE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Rev. T. W. Weston - super . Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIEB— Colucich . Balfour, Graham. Denstone Coll. Clark, Rev. R. M.			1	Caldecott, W.
Dyer, İ. Elliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Sohomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham. Selwyn, Rev. E. C. SHBOFSHIRE— Shrewabury Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton Norton, D. E. Exeter Sandford, Miss E. H. Milereton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston-super Mare Baltiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Coluvich Balfour, Graham. Denstone Coll. Clark, Rev. R. M. SUPFOLE— Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Feliastonce . Linsell, Miss R. Watton, A. B. Lovosteft Phillips, Rev. W. mond. Southwoold . Fleming, Miss A. Schartp Heath . Langdon-Davies Caterham . Charken. School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Cheam School . Tabor, A. S. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Taylor, Miss M. J. Epsom . Fry, Miss E. B. Gardiner, E. N. Ester . Kelaart, W. H. Godalming . Tildesley, Miss F. Goditone . Kenyon, F. G. Geikie, Sir A. Rhoades, James. Kew . Lewis and Rhodes, Miss C. Etalerhold Mayor, Rev. J. B. Lattentham . Langdon-Davies Caterham . Caterham . Charken. Burgh Heath . Langdon-Davies Caterham . Charken. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterh			5	
Riliott, R. T. Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Bev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Sohomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHEOPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Eveter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston-super Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Sliss on M. A. Goodwin, Miss N. M. Legard, A. G. Marchin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Eveter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Statfordbhire— Colwich . Balfour, Graham. Denstone Coll Clark, Rev. R. M. Sanderstaad . Brownjohn, A. D. Sanderstaad . Linnell, Miss E. Howaton, A. E. Phillipse, Rev. W. Mostaton, A. B. Locosteft . Fleiding, Miss E. Southwoold . Fleming, Miss E. Langdon-Davies Cuterham . Charletham . Wakkins, Rev. F. Charterhouse School . Bryant, Rev. E. C. Cranleigh Sch. Allen, Rev. G. Chardenouse . Langell, Miss E. Locosteft . Phillipse, Rev. W. Charletham .			ľ	
Evans, H. A. Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatings, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Sohomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIBE— Uppingham . Selwyn, Rev. E. C. SHEOPSHIEE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIBE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezeter . Sandford, Miss E. H. Mileroton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIEB— Colwich . Balfour, Graham. Denstone Coll Clark, Rev. R. M. Filiestone . Eliston, W. R. Watson, A. R. Hauseoff . Phillips, Rev. W. Watson, A. R. Howston, A. B. Howesteft . Phillips, Rev. W. Watson, A. R. Housesteft . Phillips, Rev. W. Watson, A. R. Housesteft . Phillips, Rev. W. Watson, A. R. Housesteft . Phillips, Rev. W. Schart, A. G. Sharp, Hev. D. Charleyh Heath Cuterham . Watkins, Rev. F. Chartorhouse School . Bryant, Rev. E. Cheam School . Tabor, A. S. Cheam School . Tabor, A. S. Cheam School . Tabor, A. S. Cheam School . Tabor, A. S. Cheam School . Tabor, A. S. Charleyh Heath Cuterham . Watkins, Rev. F. Charterhouse School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Davis, Miss E. Langlon-Davise Chetherhouse School . Bryant, Rev. E. Chearly Heath Cuterham . Watkins, Rev. F. Charleyh Heath Cuterham . Watkins, Rev. F. Charleyhouse School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear School . Bryant, Rev. E. Chear Schoo			SUFFOLK-	
Goodwin, Miss N. M. Grenfell, Mrs. A. Harvey, Bev. H. A. Hodge, Miss D. M. V. Jorram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Sohomberg, Miss T. Soott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRB— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SHEOPSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezecter . Sandford, Miss E. H. Mileserton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRB— Colvich . Balfour, Graham. Donstone Coll. Clark, Rev. R. M. Locately Mrs. Legard, A. G. Marin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezecter . Sandford, Miss E. H. Mileserton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Staffordbahirs— Colvich . Balfour, Graham. Donstone Coll. Clark, Rev. R. M. Indepticate . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Schathwold . Fleming, Miss A. Langdon-Davies Caterham . Charterhouse School . Bryant, Rev. E. Chear School . Armitage, N. C. Cheam School . Armitage, N. C. Caralcigh Sch. Allen, Rev. G. Cheam School . Armitage, N. C. Cranleigh Sch. Allen, Rev. E. Rendall, Rev. G. Cheam School . Armitage, N. C. Cheam School . Armitage, N. C. Cheam School . Straphy. A. S. Claygate . Armitage, N. C. Cheam School . Straphy. A. S. Claygate . Armitage, N. C. Cheam School . Straphy. A. S. Claygate . Armitage, N. C. Cheam School . Straphy. A. S. Claygate . Armitage, N. C. Cheam			Feliastone	Linsell, Miss E.
Grenfell, Mrs. A. Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIBE— Uppingham . Selwyn, Rev. E. C. SHEOPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Ezeter . Sandford, Miss E. H. Mileverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston-super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Denstone Coll Clark, Rev. R. M. Legis d. M. Lewis, Miss B. C. Watkins, Rev. P. Sudbury . Sharp, Rev. D. E. Sudbury . Sharp,				
Harvey, Rev. H. A. Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss E. Moor, Miss M. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Sohomberg, Miss T. Boott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHEOPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very More . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Donstone Coll Clark, Rev. R. M. Lewis, Miss E. Southweld . Fleming, Miss A Sudbury . Sharp, Rev. D. E Surrey— Burgh Hoath . Langdon-Davies Cutorham . Watkins, Rev. P. Watkins, Rev. P. Charterhouse School . Bryant, Rev. E. Charterhouse School . Bryant, Rev. E. Charterhouse School . Brand, Miss A Sudbury . Sharp, Rev. D. E Unterly— Burgh Hoath . Langdon-Davies Cutorham . Watkins, Rev. P. Charterhouse School . Brand, Mask, D. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Watkins, Rev. P. Charthyan . Watkins, Rev. P. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Brand, Langdon-Davies Cutorham . Watkins, Rev. P. Cheart School . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Sharp, Rev. D. & Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. T. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhouse School . Bryant, Rev. E. Charthyan . Catherhous		Grenfell Mrs. A	1	
Hodge, Miss D. M. V. Jerram, C. S. Keatinge, M. W. Lewis, Miss M. F. Pope, Mrs. Pope, Mrs. Pope, G. H. Rhys, Miss M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milrerton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston-super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Donstone Coll Clark, Rev. R. M.		Harray Roy H A	Longestaft	
Jerram, C. S. Kestinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. *Rogers, Miss A. M. A. Sohomberg, Miss T. Boott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Rowland Coll.** **Romers Miss A. M. A. Sohomberg, Miss T. Boott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Romers Miss A. M. A. Sohomberg, Miss A. M. A. Sohomberg, Miss T. Boott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Rendall, G. Longworth, F. I. Page, T. E. **Rendall, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. W. Cheam School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev. E. Charterhouse School Bryant, Rev.				
Keatinge, M. W. Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRB— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milvorton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Denstone Cull. Clark, Rev. R. M. Surrey. Burgh Heath . Langdon-Davies Caterham . Watkins, Rev. F. Surrey. Burgh Heath . Langdon-Davies Caterham . Watkins, Rev. E. Charterhaus . Caralle, Rev. E. Cheam School . Bryant, Rev. E. Charterhaus . Caralle, Rev. E. Charterhaus . Watkins, Rev. E. Charterhaus . Caralle, Rev. E. Charterhaus . Caralle, Rev. E. Charterhaus . Caralle, Rev. E. Charterhaus . Caralle, Rev.			Sant hanald	
Lewis, Miss E. Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A.M. A. Sohomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. Somersetshire— Bath				
Moor, Miss M. F. Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A. M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. RUTLANDSHIRE— Shrewabury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Denstone Coll. Clark, Rev. R. M. SURRBY— Burgh Heath . Langdon-Davies Cuterham . Watkins, Rev. F Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheart School . Bryant, Rev. E. Cheartshouse School . Bryant, Bev. E. Cheartshouse School . Bryant, Rev. E. Cheartshouse School . Bryant, Bev. E. Cheartshouse School . Bryant, Bev. E. Cheartshouse School . Bryant, Bev. E. Cheartshouse School . Langdon-Davies School . Bryant, Bev. E. Cheartshouse School . Leager. E. Croydon . Leager. E. Croydon . Lea			, Danson y	onep, 201. D. t
Pope, Mrs. Pope, G. H. Rhys, Miss M. Rogers, Miss A.M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham. Selwyn, Rev. E. C. SHEOPSHIRE— Shrewsbury. Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath. Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton. Norton, D. E. Exeter. Sandford, Miss E. H. Milverton. Mills, Miss B. T. Wells. Jex-Blake, The Very Rev. T. W. Weston-super- Mare. Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich. Balfour, Graham. Denatone Coll. Clark, Rev. R. M. Burgh Heath. Langdon-Davies Caterham. Watkins, Rev. P. Charlesham. Watkins, Rev. P. Charlesham. Caterham. Caterham. Charlesham. Caterham. Watkins, Rev. P. Charlesham. Caterham. Caterham. Cham. A. M. A. Schoomberg, Miss T. School. Bryant, Rev. E. I. Kendall, G. Longworth, F. I. Rendall, G. Cheam School. Tabor, A. S. Claygate. Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Cham School. Bryant, Rev. E. Rendall, G. Cheam School. Tabor, A. S. Claygate. Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Chantobase School. Bryant, Rev. E. I. Kendall, G. Longworth, F. I. Page, T. E. Romanis, Rev. W. Cheam School Tabor, A. S. Claygate. Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Cham School Tabor, A. S. Claygate. Armitage, N. C. Cranleigh Sch. Allen, Rev. E. Englefield Green Melhuish, J			CTTDDW-	
Pope, G. H. Rhys, Miss M. *Rogers, Miss A.M. A. Sohomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Rogers, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Rotham School . Bryant, Rev. R. I. **Romanil, G. **Cheam School . Tabor, A. S. **Clayate Armitage, N. C. **Cranleigh Sch. Allen, Rev. G. C. **Antrobus, G. L. **Croydon . Davis, Miss E. J. **Layman, Miss B. J. **Layman, Miss B. J. **Layman, Miss M. J. **Englefield Green Donkin, Prof. E. **Taylor, Miss M. J. **Esher . Kelaart, W. H. **Godalming . Tildesley, Miss E. **Godstone . Kenyon, F. G. *				Lancedon Davies
Rhys, Miss M. *Rogers, Miss A.M. A. Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. **Cheam School** . Rendall, G. Longworth, F. I. Page, T. E. Rendall, Rev. G. Romanis, Rev. W **Cheam School** . Tabor, A. S. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobus, G. L. **Croydon** . Davis, Miss E. J. Layman, Miss A. Layman, Miss A. **Englefield Green** Donkin, Prof. E. Taylor, Miss M. I **Epsom** . Fry, Miss E. B. Gardiner, E. N. **Esher** . Kelaart, W. H. Godalming** . Tildesley, Miss E. **Godstone** . Kenyon, F. G. Gwildford** . Lea, Rev. E. T. **Rawnsley, W. F. **Haslemere** . Dakyns, H. G. Geikie, Sir A. **Rhoades, James. **Row** . Bernays, A. E. **Kingston Hill** . Mayor, Rev. J. B. **Loatherhead** . Milne, J. G. **Purton, G. A. **Limpsfield** . Jackson, C. **Oxtod**				
*Rogers, Miss A. M. A. School . Bryant, Rev. E. I. Kendall, G. Longworth, F. I. Bing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. *RUTLANDSHIRE—* *Uppingham . Selwyn, Rev. E. C. **Sheopshire—* *Shrewsbury . Moss, Rev. H. W. Pickering, T. E. **Somersetshire—* *Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. **Bruton . Norton, D. E. **Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. *Wells . Jex-Blake, The Very Rev. T. W. **Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. **Staffordshire—* **Colvoich . Balfour, Graham.** **Donatone Coll Clark, Rev. R. M. **School . Bryant, Rev. E. 1. **Kendall, G. **Longworth, F. I. **Page, T. E. **Reendall, Rev. G. **Romanis, Rev. W.** **Claygate Armitage, N. C. **Cranleigh Sch. Allen, Rev. G. C. **Antrobus, G. L. **Croydon . Davis, Miss E. J. **Englofield Green Donkin, Prof. E. **Taylor, Miss M. I. **Englofield Green Melhuish, J. E. **Englofield Green Donkin, Prof. E. **Taylor, Miss M. I. **Englofield Green Melhuish, J. E.				Weekills, 1964. I
Schomberg, Miss T. Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colvoich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. Kendall, G. Longworth, F. I Page, T. E. Reendall, Rev. G. Cheam School . Tabor, A. S. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melbuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Wellouish, J. E. Godatone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kew . Bernays, A. E. Kingston Hill Mayor, Rev. J. B. Limpsfield . Jackson, C. Oxted . Hardcastle, H. Richanda . Brownjohn, A. D. Sanderstead . Bhodes, Miss C.	_			D
Scott, G. R. Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrowsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. Staffordbehire— Colwich Balfour, Graham. Denatone Coll Clark, Rev. R. M. Sing, J. M. Whitwell, R. J. Wells Longworth, F. I Page, T. E. Reondall, Rev. G. Romania, Rev. W Cheam School . Tabor, A. S. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobuse, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melbuish, J. E. Englefield Green Donkin, Prof. E. Godalming . Tilldesley, Miss E. B. Godalming . Tilldesley, Miss E. Godstone . Kenyon, F. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Loatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.	•		SCROOL	
Sing, J. M. Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Denstone Coll Clark, Rev. R. M. Sing, J. M. Whitwell, R. J. Whites M. J. Cheam School . Tabor, A. S. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Antrobus, G. L. Croydon . Davis, Miss E. J. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. E. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss E. J. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss E. J. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss E. B. Gardiner, E. N. Esher . Kelaart, W. H. Godalming . Tildesley, Miss F. Godstone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawmsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod . Hardcastle, H. Richamod . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.				
Whitwell, R. J. Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colvoich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. RUTLANDSHIRE A. J. Wells . Jex-Blake, The Very Rev. T. W. Weston - super- Mare . Battiscombe, E. M. Syson, Miss M. F. Rendall, Rev. G. Romanis, Rev. W. Rebands (Layyate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Englefield Green Melhuish, J. E. Englefield Green Melhuish, J. E. Englefield Green Melhuish, J. E. Englefield Green College Melhuish, J. E. Englefield Green M				
Worley, Miss M. L. Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colvoich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. Wright, Prof. J. Cheam School . Tabor, A. S. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. Cranleigh Sch. Allen, Rev. G. Cranleigh Sch. Allen, Rev. E. Croydon . Davis, Miss E. Leyman, Miss B. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss B. Gardiner, E. N. Englefield Green Donkin, Prof. E. Taylor, Miss B. Fast Sheen . Melbuish, J. E.				
Wright, Prof. J. RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrowsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densions Coll Clark, Rev. R. M. Cheam School . Tabor, A. S. Claygate Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Epsom . Fry, Miss E. B. Gardiner, E. N. Esher . Kelaart, W. H. Godalming . Tilldesley, Miss F. Godstone . Kenyon, F. G. Guildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Loatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.				
RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. Shrowsbury . Moss, Rev. H. W. Pickering, T. E. Somersetshire— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. Stafford baltise— Colvoich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. Claygate . Armitage, N. C. Cranleigh Sch. Allen, Rev. G. C. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Eodalming . Tildesley, Miss F. Godalming . Tildesley, Miss F. Haslemere . Dakyns, H. G. Geikie, Sir A. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod . Hardcastle, H. Richardson, D. Sanderstead . Bhodes, Miss C.		Worley, Miss M. L.		
RUTLANDSHIRE— Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrewsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super- Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. Cranleigh Sch. Allen, Řev. G. C. Antrobus, G. L. Croydon . Davis, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Englefield Green Melhuish, J. E. Englefield Green Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Englefield Green Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Englefield Green Melhuish, J. E. Englefield Green		Wright, Prof. J.		
Uppingham . Selwyn, Rev. E. C. SHROPSHIRE— Shrowsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath . Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Donatone Coll Clark, Rev. R. M. Shrowshury . Moss, Rev. H. W. East Sheen . Melbuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Tolking Codation . Kelaart, W. H. Godalming . Tildesley, Miss E. Godatone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawmsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Limpsfield . Jackson, C. Oxted . Hardcastle, H. Richards . J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss M. J. Englefield Green Donkin, Prof. E. Taylor, Miss B. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J. Layman, Miss B. J.				
SHROPSHIRE— Shrowsbury . Moss, Rev. H. W. Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super . Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densione Coll Clark, Rev. R. M. Croydon Davis, Miss E. J. Layman, Miss A. East Sheen . Melhuish, J. E. Englefield Green . Melluish, J. E. Englefield Green . Melhuish,	RUTLANDSHIRB-		Cranleigh Sch.	Allen, Rev. G. C.
Shrowsbury . Moss, Rev. H. W. Pickering, T. E. Somersetshire— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. Staffordbehire— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Layman, Miss A. East Sheen . Melbuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I. Englefield Green Donkin, Prof. E. Taylor,	Uppingham	Selwyn, Rev. E. C.	_	Antrobus, G. L.
Shrowsbury . Moss, Rev. H. W. Pickering, T. E. Somersetshire— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. Stafford battiscombe, E. M. Syson, Miss M. F. Stafford battiscombe, E. M. Syson, Miss M. F. Stafford battiscombe, E. M. Syson, Miss M. F. East Sheen . Melhuish, J. E. Englefield Green Donkin, Prof. E. Taylor, Miss M. I Ester Kelaart, W. H. Godalming . Tildesley, Miss F. Godstone . Kenyon, F. G. Guildford . Lea, Rev. E. T. Rawmeley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Kow . Bernays, A. E. Kingston Hill Mayor, Rev. J. B. Leatherhoad Milne, J. G. Purton, G. A. Limpefield . Jackson, C. Oxtod Hardcastle, H. Richards, F. G. Godstone . Kenyon, F. G. Geikie, Sir A. Kow . Bernays, A. E. Kingston Hill Mayor, Rev. J. B. Leatherhoad . Jackson, C. Oxtod Hardcastle, H. Richards, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Melhuish, J. E. Taylor, Miss M. I Ester 1. M. Legard, A. G. Hardcastle, H. Richards, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Melhuish, J. E. Taylor, Miss M. I Ester 1. Mayor, Miss M. I Ester 2. M. Legard, A. G. Keher Kelaart, W. H. Godalming . Tildesley, Miss F. Battiscombe, E. M. Legard, A. G. Ester 2. Mayor, Miss M. I Ester 2. Mayor, Rev. E. M. Stafford . Lea, Rev. E. T. Rawmeley, W. F. Leather d. J. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Godstone . Kenyon, F. G. Go		• •	Croydon	Davis, Miss E. J.
Pickering, T. E. SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton Norton, D. E. Exeter Sandford, Miss E. H. Milverton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Donatone Coll Clark, Rev. R. M. Epsom Fry, Miss M. J. Epsom Fry, Miss E. B. Gardiner, E. N. Esher Kelaart, W. H. Godalming . Tildesley, Miss E. Godatone Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Grider Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield Jackson, C. Oxted	SHROPSHIRE-		-	Layman, Miss A
SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milrerton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densione Coll Clark, Rev. R. M. Taylor, Miss M. 1 Epsom Fry, Miss E. B. Gardiner, E. N. Keher Kelaart, W. H. Godalming . Tildesley, Miss F. Godstone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Riogston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted Hardcastle, H. Riohmond . Brownjohn, A. D. Sanderstead Rhodes, Miss C.	Shrewsbury	Moss, Rev. H. W.	East Sheen	Melhuish, J. E.
SOMERSETSHIRE— Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milrerton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densione Coll Clark, Rev. R. M. Taylor, Miss M. 1 Epsom Fry, Miss E. B. Gardiner, E. N. Keher Kelaart, W. H. Godalming . Tildesley, Miss F. Godstone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Riogston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted Hardcastle, H. Riohmond . Brownjohn, A. D. Sanderstead Rhodes, Miss C.	•		Englefield Green	Donkin, Prof. E.
Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Gardiner, E. N. Esher Kelaart, W. H. Godalming . Tildesley, Miss F. Godatone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawmsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod		,		Taylor, Miss M. l
Bath Ealand, Mrs. J. M. Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Gardiner, E. N. Esher Kelaart, W. H. Godalming . Tildesley, Miss F. Godatone . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawmsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod	SOMERSETSHIRE-		E_{psom}	Fry, Miss E. B.
Legard, A. G. Martin, A. T. Richards, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super . Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich . Balfour, Graham. Denstone Coll Clark, Rev. R. M. Limpsfield . Below, Miss C. Kelaart, W. H. Godalming . Tildesley, Miss F. Goditing . Tildesley, Miss F. Rewilford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kew . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead . Rhodes, Miss C.	Bath	Ealand, Mrs. J. M.		
Martin, A. T. Richards, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRB— Colwich . Balfour, Graham. Densions Coll Clark, Rev. R. M. Godalming . Tildesley, Miss F. Godatone . Kenyon, F. G. Guildford . Lea, Rev. E. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kew . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted . Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.				
Richards, F. Sowels, F. Sowels, F. Sowels, F. Bruton . Norton, D. E. Exeter . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells . Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRB— Colwich . Balfour, Graham. Densions Coll Clark, Rev. R. M. Godstons . Kenyon, F. G. Gwildford . Lea, Rev. E. T. Rawnsley, W. F. Haslemere . Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.				
Sowels, F. Bruton . Norton, D. E. Exetor . Sandford, Miss E. H. Milverton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare . Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colvoich . Balfour, Graham. Densions Coll Clark, Rev. R. M. Gwildford . Lea, Rev. E. T. Rawneley, W. F. Haslemore . Deakyns, H. G. Geikie, Sir A. Rhoades, James. Kow . Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Rhodes, Miss C.				
Bruton Norton, D. E. Exeter Sandford, Miss E. H. Milverton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Rawnsley, W. F. Haslemere Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kow Bernays, A. E. Kingston Hill . Mayor, Rev. J. B Leatherhead Milne, J. G. Purton, G. A. Limpsfield Jackson, C. Oxted Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead Rhodes, Miss C.				
Exeter Sandford, Miss E. H. Milverton Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRB— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Haslemere Dakyns, H. G. Geikie, Sir A. Rhoades, James. Kew Bernays, A. E. Kingston Hill . Mayor, Rev. J. B Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead Rhodes, Miss C.	Reston			
Milrorton . Mills, Miss B. T. Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRB— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Geikie, Sir A. Rhoades, James. Kew Bernays, A. E. Kingston Hill . Mayor, Rev. J. B Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxted Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead Rhodes, Miss C.				
Wells Jex-Blake, The Very Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densions Coll Clark, Rev. R. M. Rev. T. W. Kow Bernays, A. E. Kingston Hill . Mayor, Rev. J. B Loatherhoad . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead . Bhodes, James. Kow Bernays, A. E. Kingston Hill Mayor, Rev. J. B Loatherhoad				
Rev. T. W. Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Densions Coll Clark, Rev. R. M. Rev Bernays, A. E. Kingston Hill . Mayor, Rev. J. B. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield Jackson, C. Oxted Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead . Bhodes, Miss C.				
Weston - super - Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Kingston Hill . Mayor, Rev. J. B Leatherhead . Milne, J. G. Purton, G. A. Limpsfield Jackson, C. Oxted Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead Bhodes, Miss C.	***************************************			
Mare Battiscombe, E. M. Syson, Miss M. F. STAFFORDSHIRE— Colwick Balfour, Graham. Densions Coll Clark, Rev. R. M. Leatherhead . Milne, J. G. Purton, G. A. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead Rhodes, Miss C.	Waston - sunan -	100. 1. 11.		
Syson, Miss M. F. STAFFORDSHIRE— Colwick . Balfour, Graham. Denators Coll Clark, Rev. R. M. Syson, Miss M. F. Limpsfield . Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D Sanderstead . Bhodes, Miss C.		Rettiesombe E M		
Limpsfield . Jackson, C. Oxtod Hardcastle, H. Colwich Balfour, Graham. Denstone Coll Clark, Rev. R. M. Limpsfield Jackson, C. Oxtod Hardcastle, H. Richmond . Brownjohn, A. D. Sanderstead Rhodes, Miss C.	10070			
STAFFORDSHIRE— Oxtod		Dysou, miss m. r.		
Colucich Balfour, Graham. Richmond Brownjohn, A. D. Denstone Coll Clark, Rev. R. M. Sanderstead Rhodes, Miss C.	f	j		
Denstone Coll Clark, Rev. R. M. Sanderstead Rhodes, Miss C.		Dalfara Garbana		
resconstie Bakewell, Miss D. L. Streatham Brough, Miss L.				
	energentie	Bakewell, Miss D. L.	streatnam	prougn, miss L.

December authors	WARWICKSHIRE—continued
SURREY—continued	
Surbiton Dawes, Rev. J. S.	Birmingham Harris, J. Rendel.
Dawes, Miss M. C.	(continued) Heath, C. H.
Millard, V. C. H.	Hobhouse, Rev. Canon.
Worters, Miss E. B.	Measures, A. E.
Zimmern, Miss D. M.	McCrae, Miss G. J.
Tadworth Elliman, G. D.	Muirhead, Prof. J. H.
Warlingham . Pearson, A. C.	Norris, Rev. John.
Weybridge Dawes, Miss E. A. S.	Parkinson, Rt. Rev.
Wimbledon Hales, J. F.	Monaignor.
Vaughan, Miss E.	Quelch, Miss K.
Woking Kyrke-Penson, Miss E.	Smith, Rev. J. Hunter.
O	Sonnenschein, Prof.
BUREEX-	B. A.
Bognor Ledgard, W. H.	Vince, C. A.
Voules, M. F.	Vincent, H. A.
Brighton *Belcher, A. Hayes.	Henley-in-
Davies, Miss C. H.	Arden Nelson, O. T. P.
Dawson, Bev. W. R.	Leamington . Beaven, Rev. A. B.
Hett, W. S.	Brooke, W. P.
King, F. L.	Turner, Miss E.
Lunn, Miss A. C. P.	Rugby Chamberlain, Miss D.
Thomas, A. H.	Cole, E. L. D.
Young, R. T.	Michell, W. G.
Buated Hussey, Rev. A. L.	Payne - Smith, Rev.
Rast Grinstead. Radcliffe, W. W.	W. H.
Eastbourne . Browne, Rev. E. L.	Solihull White, A. H.
Johns, Miss E. L.	Stratford - on -
Saunders, T. B.	Avon Beckwith, E. G. A.
Thomson, H. R.	Warwick Keeling, Rev. W. T.
Williams, Rev. F. S.	Liddell, J. W.
Forest Row Hogarth, D. G.	
Heve Carson, H. J.	WESTMORLAND-
Thring, L. T.	Ambleside England, E. B.
Lowes Richards, Rev. J. F.	Burton Haslam, Rev. A, B,
Midhurst Howard, G. A. S.	Kirkby - Lons-
St. Leonard's . Soulby, T. H.	
Shoreham Tower, B. H.	dale Leach, Miss A. K.
West Horsham . Branfoot, Rev. W. H.	i
Dickin, H. B.	WILTSHIRE-
Moore, E. W.	Marlborough
Upcott, Rev. A. W.	College Fletcher, F.
Winbolt, S. E.	Salisbury Bernard, Canon E.
w mbore, b. B.	Davidous Dorimand, Canada II.
WARWICKSHIRE—	ì
	Wordestershire—
Birmingham . Alder, Miss M. B.	Bromagrove Furness, E. H.
Ball, Miss M. G.	Hendy, F. J. R.
Baugh, Miss E. N.	Mayall, A.
Bayliss, A. E.	Dudley Burke, Miss M. E.
Burrows, Rev. W. O.	Malvern House, H. H.
Caspari, M. O. B.	James, Bev. S. R.
Chambers, C. D.	1
Chapman, Rev. Dom.	Shipston - on -
Ferard, R. H.	Stour Wyse, W.
Gilson, R. C.	Stourport Baldwin, S.
Gore, Rt. Rev. C.	Woroester Chappel, Rev. W. H.
(Bishop of Birming-	Wilson, Rev. J. B.
ham).	Wilson, Rev. Canon.
/ -	I would work offeren

APPENDIX

Yorkshire-	YORKSHIRE-continued
Bingley Scott, Miss A. T.	Shefield Arnold, A. J.
Bradford Edwards, W.	Coombe, J. N.
Falding, Miss C. S.	Cousens, Miss F.
Keeling, Rev. W. H. *Lewis, L. W. P.	Dudley, L. C.
*Lewis, L. W. P.	Eliot, Sir C.
Pickard, Miss K.	Ellis, Mrs.
Roberts, Miss M. E.	Recott, Miss. A.
Smyth, C.	Forster, E. S.
Burnley Taplen, Miss.	Marsh, E. A. J.
Develory Holme, A. F.	Musson, Miss C.
Tunnicliffe, Miss A. C.	Newman, Miss 1
Doncaster Claxton, J. A.	Quirk, Rt. Rev.
Evans, S. E.	(Bishop of Sheff
Giggleswick Hammond, H. M. F. Vaughan, W. W.	*Summers, Prof. Skipton Shawyer, J. A.
Halifax Elliott, R. H.	Skipton Shawyer, J. A. Wakefield Abel, H. G.
Reith, A. W.	Eden, Rt. Rev.
Harrogate Bell, W. 8.	(Lord Bish;
Huddersfield , Hughes, Miss J. G.	Wakefield).
Ward, C. H.	Houghton, A. V.
Hull Allwood, Miss.	Peacock, M. H.
Goss, W. N.	York Neild, Miss H. I
Saunders, J. V.	Squire, S. G.
Ilkley Atkinson, C. W.	1
Leeds Barran, Sir J. N.	CHANNEL ISLANDS
Bodington, N.	CHARRED ISLANDS
Clark, E. K.	Guernaey Jones, C. C. Lloy
Connal, B. M.	
Gillespie, C. M.	ISLE OF MAN
Grant, A. J.	
Hickey, Rev. J.	Castletown Wicksey, J. T. W
Lidderdale, E. W.	
Lowe, Miss L. A. Marshall, T.	WALES
Miall, Prof. L. C.	Brecon-
Price, A. C.	Crickhowell Doyle, J. A.
*Roberts, Prof. W. Rhys	
Robinson, Miss H.	Cardigan—
Smith, Miss M. L. S.	Aberystwyth . Anwyl, Prof. E.
Teale, T. Pridgin.	Brighouse, T. K.
Ure, P. N.	Jenkins, G. D. T.
Wilson, R.	*Marshall, Prof. J.
Wynne-Edwards, Rev.	Roberts, Princips
J. R	Thomas, N. H.
Young, R. F.	Carmarthen—
Malton Pearson, Miss I.	Carmarthon Cartwright, Miss
Omoaldkirk Mathews, Rev. J. E.	Llandovery Exton, G. F.
Richmond Furness, J. M.	
Taylor, Rev. C. B.	Carnaryon—
Wood, Rev. R. Gifford.	Bangor Arnold, Prof. E. '
Robin Hood Bay Farside, W.	Williams, Prof.
Bay Farside, W. Dowson, F. N.	Hudson.
Sedbergh Harrison, B. C.	Williams, W. G.
Lowry, C.	Denbige—
Malim, F. B.	Colsoyn Bay . Osborn, T. G.
Settle Pickard, Miss E. M.	Denbigh Newman, Miss M.

TOPOGRAPHICAL LIST OF MEMBERS

	•
DENBIGH—continued	SCOTLAND-continued
Wrenkam Bidgood, Miss C. A.	Edinburgh Dunn, G.
•	Green, G. Buckland.
GLAMOBGANSHIRE-	Hardie, Prof. W. R.
Cardiff Burrell, P. S.	Heard, Rev. W. A.
Burrows, Prof. Ronald. Howell, Miss L.	Glasgow Davies, Prof. G. A. Dixon, Prof. W. M.
Robertson, Rev. W. L.	Glonalmond Hyslop, Rev. A. R. F.
*Slater, Prof. D. A.	Polmont Orange, Miss B.
Wangh, J.	St. Andrew's Abernethy, Miss A. S.
Combridge Evans, W. F.	Grant, Miss J. M.
Swansoa Benger, Miss L. M.	McCutcheon, Miss K.
Sowels, Miss G. R.	H.
MONTGOMERYSHIRE -	Pearson, Miss E. R. Tarradals Yule, Miss A. F.
Nontown Forrester, R. S.	
200000000000000000000000000000000000000	İ
PEMBROKESHIRE—	EUROPE
Haverfordwest . Henson, Rev. J.	1
Pembroke Perman, Miss L. A.	BELGIUM-
	Louvain Carnoy, Prof. A. J.
	GERMANY—
IRELAND	Halle - an - der - Salle Robert, Prof. Dr. C.
Belfast *Dill, Prof. S.	Butto Bobett, 1101. Bl. C.
Henry, R. M.	ITALY-
Willis, Miss M.	Alassio Campbell, Mrs. L.
Clongouces Wood Corcoran, Rev. T.	Campbell, Prof. L.
Daly, Rev. J. A.	Harper, Miss E, B.
Dorvock Allen, S. Dublin*Beare, Prof. J. I.	Florence Benn, A. W. Steele, J. P.
(Trinity Coll.).	Rome Ashby, T., Junr.
*Browne, Rev. Prof. H.	
(University).	Mediterranean-
Cruise, Sir F. R.	Cyprus Cobham, C. D.
Delany, Rev. W.	Jasonidy, O. J.
Finlay, Rev. T. A. Keen, Miss E. A.	•
Plunkett, Count.	SWITZERLAND—
Purser, Prof. L. C.	Davos Plats Huggard, W. R.
Semple, P.	
Thompson, John.	AMERICA
Dundalk Bowen, E. G.	CANADA—
Dundrum Ferrall, C. N. Enniskillon Allen, J. E. R.	Halifaa Murray, Prof. Howard.
Galway*Exon, Prof. C.	Kingston Anderson, Prof. W. B.
McElderry, Prof. R.	Cappon, Prof. J.
K.	Montreal Peterson, Principal W.
Limerick . Nolan, Rev. T.	Toronto *Auden, Prof. H. W. Smith, Prof. G. O.
Louth Nolan, J. T.	Taylor, Miss A. M.
Maynooth Sheehan, Rev. M. Tullamore Keene, Rev. J.	
2	U.S.A. CONNECTIOUT-
	Nowhaven Seymour, Prof. T. D.
SCOTLAND	Norwalk Harström, C. A.
Ballater Taylor, Rev. A. F.	U.S.A. ILLINOIS-
Blairgowrie . Ramsay, Prof. G. G.	Chicago Hale, Prof. W. G.
• • • • • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • • • • • •

AMERICA—continued	AUSTRALASIA
U.S.A. MICHIGAN— Keisey, Prof. F. W. Wenley, Prof. R. M.	NEW ZEALAND— Christohurch Bowen, C. C. Greenwood, L. E.
U.S.A. MINNESOTA— St. Paul O'Brien, Rev. P.	Dunodin . Morrell, W. J. Bale, Prof. G. S. Wellington . Brown, Prof. J. 1
U.S.A. NEW HAMPSHIRE— Exotor Helm, Dr. N. W.	QURENSLAND— Brisbans Bousfield, F. S. II
Kirtland, Prof. J. C.	8. AUSTRALIA— Adelaide Bennaley, Prof. R.
New York *Hirst, Miss G. M. Poughkeepsie *Leach, Prof. Abby. Schenectady Ashmore, Prof. S. G.	W. AUSTRALIA— Porth Hutchinson, C. E.
U.S.A. VIRGINIA— Charlottesville . Fitzhugh, Prof. T.	NORTH AFRICA RGYPT— Cairo Furness, J. M.
ASIA	SOUTH AFRICA CAPE COLONY—
Bombay Haigh, P. B. Haigh, Mrs. P. B.	Cape Town Lewis, G. Port Elisabeth . Stevenson, Miss.
Burma *Lee, F. R. Darjeeling . Newton, C. W. Durbhungah Watson, Mrs. F.	WEST INDIES Barbadoss Dalton, Rev. E. I
Rangoen Wedderspoon, W. G.	Jamaica Barrows, Miss M.















480.6 Cwy V.4-5

Stanford University Libraries Stanford, California

Return this book on or before date due.

